DOCUMENT RESUME

ED 247 565 CS 208 376

TITLE	Language Arts Curriculum, Grades 9-11. Revised.
INSTITUTION	San Marcos Unified School District, CA.
PUB DATE	83
NOTE	387p.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC16 Plus Postage.
DESCRIPTORS	*Behavioral Objectives; *English Curriculum; *English Instruction; High Schools; *Language Arts; Language Skills; Listening Skills; Literature Appreciation; Minimum Competencies; *Minimum Competency Testing; Reading Readiness; *Sequential Approach; Speech Skills; Study Skills; Word Study Skills; Writing Instruction

ABSTRACT

Divided according to grade level, the objectives in this high school English curriculum guide cover such categories and strands as reading readiness, word analysis, obtaining information, studying, listening, written expression, speaking, literature, and linguistics. Each objective in the guide is coded for the narrower subskills within each strand, the manner in which the skill is to be tested, and the minimum skills the student must master in order to succeed at the next grade level. The guide also includes those skills that can be taught at a given grade level and measured objectively or by teacher observation. A matrix listing the performance objectives for each strand precedes a description of objectives by grade level. (HOD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

ED247565

Revised Summer 1983
(Copyright Pending)

SAN MARCOS UNIFIED SCHOOL DISTRICT

LANGUAGE ARTS CURRICULUM

GRADES 9 - 11

CS208376

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

William A. Streshly

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

Copyright
Pending

San Marcos Unified School District

LANGUAGE ARTS CURRICULUM

Developed 1981-82

by

Language Arts Council

Lewis Simmons, Chairperson
Joan Baird
Dorothy Barnell
Ken Blevins
Betty Civitate
Joyce Ernest
Barbara Fuhrmann
Beckie Garrett
Penny Gray
Shirley Holland
Randi Signaigo
Marcia Stern
Dawn Thoennes
Pam Want

Resource Guides and Test Items

Developed Summer 1982

by

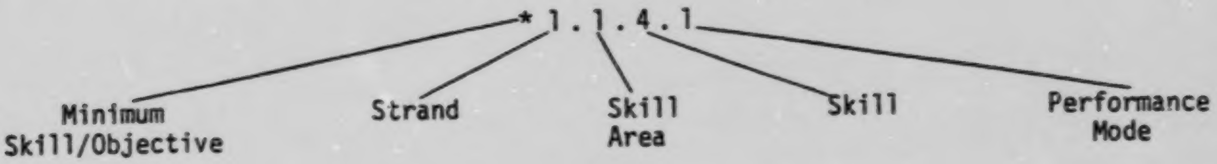
Lewis Simmons, Coordinator
Pam Want, Coordinator
Linda Chick
Joyce Ernest
Barbara Fuhrmann
Beckie Garrett
Penny Gray
Randi Signaigo
Marcia Stern
Dawn Thoennes

Revised Summer 1983

by

Lewis Simmons, Coordinator
Pam Want, Coordinator
Linda Chick
Laura Cieszynski
Joyce Ernest
Barbara Fuhrmann
Beckie Garrett
Penny Gray
Randi Signaigo
Marcia Stern

SAMPLE CODING OF OBJECTIVES



TERMINOLOGY -- LANGUAGE ARTS CURRICULUM

STRAND refers to the broad categories of the subject area such as literature, word analysis, or written expression.

SKILL AREA refers to the narrower categories within the strand (such as punctuation as a skill area within written expression).

SKILL refers to the distinct skill categories that are to be taught and tested.

PERFORMANCE MODE refers to the manner in which the skill is to be tested.

MINIMUMS are those skills which the student must master in order to succeed at the next grade level. Lack of one minimum may result in retention. A minimum is a performance skill that can be measured objectively and is identified by an asterisk (*).

COMMONS are those skills which will be taught at a given grade level. A common is a performance that can be measured objectively or by teacher observation.

STRAND NUMBER CODE	STRAND
1.0	Reading Readiness
2.0	Word Analysis
3.0	Obtaining Information
4.0	Studying
5.0	Listening
6.0	Written Expression
7.0	Speaking
8.0	Literature
9.0	Linguistic Components

SAN MARCOS UNIFIED SCHOOL DISTRICT

REVISED SUMMER 1983

LANGUAGE ARTS FRAMEWORK

MATRIX

CODE: M = Minimum
C = Common
(R)= Reading skill
(L)= Language skill

STRAND: READING READINESS 1.0

	K	1	2	3	4	5	6	7	8	9	10	11
SPATIAL AND AUDITORY RELATIONSHIPS 1.1												
(R) Mark or color parts of pictures or shapes (1.1.1.1)	M											
(R) Cut and paste (1.1.1.2)	C											
(R) Trace and copy figures (1.1.1.3)	M											
(R) Demonstrate ability to fold (1.1.1.4)	C											
(R) Draw a line from left to right (1.1.2.1)	M											
(R) Extend a pattern left to right (1.1.2.2)	C	C										
(R) Distinguish between similar objects of different sizes (1.1.3.1)	M											
(R) Draw a shape when named (○ △ □ ▭) (1.1.4.1)	C	M										
(R) Identify similarities and differences of objects and pictures (1.1.4.2)	C	M										
(R) Identify common classroom sounds (1.1.5.1)	C	M										
(R) Distinguish short vowel sounds (1.1.5.2)	C	M										
(R) Distinguish long vowel sounds (1.1.5.3)	C	C	M									
(R) Identify beginning consonant sounds (1.1.5.4)	C	M										
(R) Identify ending consonant sounds (1.1.5.5)	C	C	C									
(R) Identify like and different middle sounds in word pairs (1.1.5.6)	C	C	C									
(R) Trace hidden shapes found in picture (1.1.6.1)	M											

SAN MARCOS UNIFIED SCHOOL DISTRICT

LANGUAGE ARTS FRAMEWORK

MATRIX

REVISED SUMMER 1983

CODE: M = Minimum
C = Common
(R)= Reading skill
(L)= Language skill

STRAND: READING READINESS 1.0

	K	1	2	3	4	5	6	7	8	9	10	11
(R) Identify a design that is like a sample (1.1.6.2)	M											
(R) Identify and name 8 basic colors (1.1.6.3)	M											
(R) Identify within an incomplete picture the portion that is missing (1.1.7.1)	M											
(R) Recall items seen earlier in a picture (1.1.7.2)	C	M										
(R) Draw a specific design from memory (1.1.8.1)	C	M										
(R) Mark pictures of real objects and designs which are like samples seen earlier (1.1.8.2)	C	M										
(R) Identify capital and lower case letters (A to Z) and to pronounce the names of each (1.1.9.1)	C	M										
(R) Identify letters of the alphabet and to match capital letters with lower case counterparts (1.1.9.2)	C	M										
(R) Identify a vowel letter in a beginning, middle, and end position (1.1.9.3)	C	M										

SAN MARCOS UNIFIED SCHOOL DISTRICT

LANGUAGE ARTS FRAMEWORK

REVISED SUMMER 1983

MATRIX

CODE:
M = Minimum
C = Common
(R)= Reading skill
(L)= Language skill

STRAND: WORD ANALYSIS (2.0)

	K	1	2	3	4	5	6	7	8	9	10	11
SPELLING (2.1)												
(L) Write letters of the alphabet (both upper and lower case) in random order from dictation (2.1.1.1)	C	M										
(L) Correctly spell his first name (2.1.1.2)	M											
(L) Correctly copy his last name (2.1.1.3)	C											
(L) Correctly spell first and last name (2.1.1.4)	C	M										
(L) Correctly spell words from basic lists (2.1.2.1)		M	M	M	M	M	M	M	M	M	M	
(L) Spell and use correctly words from basic lists in context (2.1.2.2)								C	C	C	C	
VOCABULARY (2.2)												
(R) Identify compound words which are not hyphenated (2.2.1.1)			C	C	M							
(R) Identify root of a word (2.2.1.2)			C	C	M							
(R) Identify affix of a word (2.2.1.3)			C	C	M							
(R) Know meanings of contractions (2.2.1.4)			C	C	M							
(R) Identify the meaning of words from basic lists (2.2.2.1)		M	M	M	M	M	M	M	M	M	M	
(R) Correctly use words from basic lists in context (2.2.2.2)		M	M	M	M	M	M	M	M	M	M	

SAN MARCOS UNIFIED SCHOOL DISTRICT

REVISED SUMMER 1983

LANGUAGE ARTS FRAMEWORK

MATRIX

CODE: M = Minimum
C = Common
(R)= Reading skill
(L)= Language skill

STRAND: WORD ANALYSIS (2.0)

	K	1	2	3	4	5	6	7	8	9	10	11
(R) Memorize a basic list of Greek and Latin roots and affixes (2.2.3.1)					C	C	C	C	C	M		
(R) Memorize an expanded list of Greek and Latin roots and affixes (2.2.3.2)											C	
(R) Use expanded list of Greek and Latin roots and affixes in analyzing a list of words (2.2.3.3)											C	
(R) Identify antonyms for a given list of words (2.2.4.1)		C	C	M	M	M	M	M	M	M	M	
(R) Identify synonyms for a given list of words (2.2.4.2)			C	M	M	M	M	M	M	M	M	
(R) Differentiate between pairs of homonyms (2.2.4.3)				C	C	C	C	C	M			
(R) Use contextual analysis to get the meaning of words in sentences (2.2.5.1)				C	C	C	C	C	C	C	C	
(R) Find specific relationships between pairs of words (2.2.6.1)					C	C	C					
(R) Identify pairs of words with the same relationships as a given pair (2.2.6.2)								C	C	C		
(R) State in sentence form the relationships and analogies of sets of words (2.2.6.3)											C	C

SAN MARCOS UNIFIED SCHOOL DISTRICT

LANGUAGE ARTS FRAMEWORK

MATRIX

REVISED SUMMER 1983

CODE: M = Minimum
C = Common
(R)= Reading skill
(L)= Language skill

STRAND: OBTAINING INFORMATION (3.0)

	K	1	2	3	4	5	6	7	8	9	10	11
DICTIONARY (3.1)												
(R)Identify snynonyms and antonyms (3.1.1.1)						C	M					
(R)Identify the part of speech of the entry word (3.1.1.2)						C	C	C				
(R)Alphabetize to the 1st letter (3.1.2.1)		C	M									
(R)Alphabetize to the 2nd letter (3.1.2.2)			C	C	M							
(R)Alphabetize to the 3rd letter (3.1.2.3)					C	C	M					
(R)Find meanings of words with single meanings (3.1.2.4)			C	C	M							
(R)Find meanings of words (in context) that have multiple meanings (3.1.2.5)						C	C	C	M			
(R)Utilize guide words (3.1.2.6)				C	C	C	M					
(R)Use a pronunciation guide (3.1.2.7)					C	C	C	C				
PARTS OF A BOOK (3.2)												
(R)Knowledge of book parts: (3.2.1.1) Spine Appendix Preface Copyright Date Bibliography Title Page						C						
(R)Use: (3.2.1.2) Table of Contents			C	C	M							

REVISED SUMMER 1983

SAN MARCOS UNIFIED SCHOOL DISTRICT

LANGUAGE ARTS FRAMEWORK

MATRIX

CODE:
M = Minimum
C = Common
(R)= Reading skill
(L)= Language skill

STRAND: OBTAINING INFORMATION (3.0)

	K	1	2	3	4	5	6	7	8	9	10	11
(R)Use: (3.2.1.3) Index and Glossary					C	M						
LIBRARY (3.3)												
(R)Locate materials using: (3.3.1.1) Card catalogue and Encyclopedia					C	C	M					
(R)Locate materials using the Dewey Decimal System (3.3.1.2)								C				
(R)Obtain information using: (3.3.1.3) Atlas and Newspapers								C				
(R)Obtain information using: (3.3.1.4) Periodicals Readers' Guide to Periodicals and Vertical file										C		
(R)Select appropriate materials for a data gathering project (3.3.1.5)										C	C	C

MATRIX

CODE: M = Minimum
C = Common
(R)= Reading skill
(L)= Language skill

STRAND: STUDYING (4.0)

	K	1	2	3	4	5	6	7	8	9	10	11
STUDY HABITS (4.1)												
(L) Take organized notes from both oral and written presentations (4.1.1.1)							C	C	C			
(L) Outlining written material (4.1.2.1)							C	C	C			
(L) Skim written material for a specific purpose (4.1.3.1)					C	C	C	C	C			
(L) Scan to identify the purpose of written material (4.1.4.1)					C	C	C	C	C			
(L) Summarize various written materials (4.1.5.1)							C	C	C			
(R) Following written directions (4.1.6.1)			C									

SAN MARCOS UNIFIED SCHOOL DISTRICT

REVISED SUMMER 1983

LANGUAGE ARTS FRAMEWORK

MATRIX

CODE: M = Minimum
C = Common
(R)= Reading skill
(L)= Language skill

STRAND: LISTENING (5.0)

LISTENING (5.1)

	K	1	2	3	4	5	6	7	8	9	10	11
(R) Listen to and follow a 2-step verbal direction (5.1.1.1)	M											
(R) Listen to and follow a 3-step verbal direction (5.1.1.2)		C	M									
(R) Follow a multi-step set of oral directions (5.1.1.3)				C	C	C						
(R) Respond to simple literal questions (5.1.2.1)	M											
(R) Respond to simple sequential questions (5.1.2.2)	C	M										
(R) After listening to a short selection, will identify the main idea (5.1.2.3)		C	C	C	C	C	C					
(R) After listening to a short narrative, will identify sequence of events (5.1.2.4)				C	C	C	C	M				
(R) After listening to a short narrative, will identify the main idea (5.1.2.5)								C	C	C		
(R) Differentiate fact from opinion after listening to a single statement (5.1.3.1)				C	C							
(R) Differentiate fact from opinion after listening to a brief paragraph (5.1.3.2)						C	C					
(R) Differentiate fact from opinion after listening to a sales presentation (5.1.3.3)								C	C			
(R) Identify basic propaganda devices (5.1.3.4)											C	
(R) Differentiate fact from opinion after listening to an orally-presented editorial or a political speech (5.1.3.5)												C

LANGUAGE ARTS FRAMEWORK

MATRIX

CODE:
M = Minimum
C = Common
(R)= Reading skill
(L)= Language skill

STRAND: LISTENING (5.0)

	K	1	2	3	4	5	6	7	8	9	10	11
(L)Use good listening techniques (5.1.4.1)	C	C	C	C								
(L)Use good listening techniques in group discussions (5.1.4.2)					C	C	C					
(R)Summarize two positions presented after listening to a dual-issue presentation (5.1.5.1)												C
(R)Interpret oral presentations of poetry and prose (5.1.5.2)												C

SAN MARCOS UNIFIED SCHOOL DISTRICT

LANGUAGE ARTS FRAMEWORK

MATRIX

REVISED SUMMER 1983

CODE: M = Minimum
C = Common
(R)= Reading skill
(L)= Language skill

STRAND: WRITTEN EXPRESSION (6.0)

	K	1	2	3	4	5	6	7	8	9	10	11
MECHANICS (6.1)												
(L)Write the numerals 1 to 10 (6.1.1.1)	C	M										
(L)Write the alphabet in upper and lower case letters (manuscript) (6.1.2.1)	C	C	M									
(L)Correctly space letters (manuscript) (6.1.2.2)		C	C									
(L)Correctly place letters within lines (manuscript) (6.1.2.3)		C	C									
(L)Show consistency in letter size (manuscript) (6.1.2.4)		C	C									
(L)Write his first name (manuscript) (6.1.2.5)	M											
(L)Write his first and last names (manuscript) (6.1.2.6)	C	M										
(L)Write a 5-word sentence (manuscript) (6.1.2.7)		M										
(L)Write alphabet in upper and lower case letters (cursive) (6.1.3.1)				C	M							
(L)Correctly space letters (cursive) (6.1.3.2)				C								
(L)Correctly place letters within lines (cursive) (6.1.3.3)				C								
(L)Show consistency in letter size (cursive) (6.1.3.4)				C								
(L)Write first and last names (cursive) (6.1.3.5)				C	M							
(L)Write a 5-word sentence (cursive) (6.1.3.6)				C	M							

SAN MARCOS UNIFIED SCHOOL DISTRICT

REVISED SUMMER 1983

LANGUAGE ARTS FRAMEWORK

MATRIX

CODE: M = Minimum
C = Common
(R)= Reading skill
(L)= Language skill

STRAND: WRITTEN EXPRESSION (6.0)

	K	1	2	3	4	5	6	7	8	9	10	11
GRAPHICS (6.2)												
(L) Provide correct end punctuation (6.2.1.1)		C	C	M								
(L) Provide commas to separate items in a series (6.2.1.2)				C	C	M						
(L) Provide commas to separate parts of dates, addresses, and salutations (6.2.1.3)			C	C	C	M						
(L) Provide commas to separate parts of a compound sentence (6.2.1.4)							C	M				
(L) Provide commas before and/or after quotation marks (6.2.1.5)						C	C	M				
(L) Provide apostrophes in contractions (6.2.1.6)				C	C	M						
(L) Provide quotation marks in dialogue (6.2.1.7)						C	C	M				
(L) Provide apostrophes to show possessive case (6.2.1.8)				C	C	C	C	C	M			
(L) Provide a semicolon between two independent clauses (6.2.1.9)									C	C		
(L) Provide a colon in conventional writing (6.2.1.10)									C	C		
(L) Provide capitals to begin sentences (6.2.2.1)		C	M									
(L) Provide capitals for initials, names, and places (6.2.2.2)			C	C	M							
(L) Provide capitals for special words such as days of the week, months, languages, nationalities, and holidays (6.2.2.3)			C	C	C	M						

SAN MARCOS UNIFIED SCHOOL DISTRICT

LANGUAGE ARTS FRAMEWORK

MATRIX

CODE:
M = Minimum
C = Common
(R)= Reading skill
(L)= Language skill

STRAND: WRITTEN EXPRESSION (6.0)

	K	1	2	3	4	5	6	7	8	9	10	11
THE PARAGRAPH (6.3)												
(L)Provide indentations and margins (6.3.1.1)						C	C					
(L)Identify the topic sentence (6.3.1.2)			C	C	C	C	C	M				
(L)Write topic sentences with direct, focused controlling ideas (6.3.1.3)							C	C	M			
(L)Write sentences which develop the controlling idea (6.3.1.4)							C	C	M			
(L)Write a concluding sentence restating or summarizing the controlling idea (6.3.1.5)							C	C	M			
(L)Write a narrative paragraph (6.3.2.1)						C	C	M				
(L)Write a descriptive paragraph (6.3.2.2)							C	C	M			
(L)Write an expository paragraph (6.3.2.3)								C	C	M		
(L)Write a persuasive paragraph (6.3.2.4)											C	C
(L)Write paragraphs that have unity (6.3.3.1)								C	C	C	C	
(L)Write paragraphs that have distinct order (6.3.3.2)								C	C	C	C	
(L)Write paragraphs that have coherency (6.3.3.3)								C	C	C	C	
(L)Develop a paragraph by details (6.3.4.1)								C				
(L)Develop a paragraph by examples (6.3.4.2)									C	C		

SAN MARCOS UNIFIED SCHOOL DISTRICT

LANGUAGE ARTS FRAMEWORK

MATRIX

REVISED SUMMER 1983

CODE: M = Minimum
C = Common
(R)= Reading skill
(L)= Language skill

STRAND: WRITTEN EXPRESSION (6.0)

	K	1	2	3	4	5	6	7	8	9	10	11
(L) Develop a paragraph by anecdotes (6.3.4.3)									C	C		
(L) Develop a paragraph by reason (6.3.4.4)											C	C
MULTI-PARAGRAPH COMPOSITION (6.4)												
(L) Prepare an outline for a composition (6.4.1.1)										C	C	
(L) Write a multi-paragraph composition (6.4.1.2)										C	M	
(L) Write a multi-step set of directions (6.5.1.1)				C	C	C	C					
(L) Fill out a job application (6.5.2.1)											M	
(L) Complete an order form from an advertisement (6.5.2.2)												C
(L) Write social letters of thanks (6.5.3.1)				C	C							
(L) Write social letters of praise, sympathy, and congratulations (6.5.3.2)						C	C					
(L) Write letters of request for information and letters of complaint (6.5.3.3)									C			
(L) Write a classified ad (6.5.3.4)										C		
(L) Write business correspondence (6.5.3.5)										C		
(L) Write a letter to the editor stating a position (6,5,3,6)												C
(L) Write a letter of persuasion (6.5.3.7)												C

SAN MARCOS UNIFIED SCHOOL DISTRICT

LANGUAGE ARTS FRAMEWORK

MATRIX

REVISED SUMMER 1983

CODE:
M = Minimum
C = Common
(R)= Reading skill
(L)= Language skill

STRAND: WRITTEN EXPRESSION (6.0)

	K	1	2	3	4	5	6	7	8	9	10	11
(L) Write a report based on data gathering project (6.5.4.1)										C		
(L) Write a term/research paper (6.5.4.2)											C	
(L) Write a documented term/research paper (6.5.4.3)												C
EXPRESSIVE WRITING (6.6)												
(L) Write poetry (6.6.1.1)								C				
(L) Write short narratives (6.6.1.2)			C	C	C	C	C	C				

SAN MARCOS UNIFIED SCHOOL DISTRICT

REVISED SUMMER 1983

LANGUAGE ARTS FRAMEWORK

MATRIX

CODE:
M = Minimum
C = Common
(R)= Reading skill
(L)= Language skill

STRAND: SPEAKING (7.0)

	K	1	2	3	4	5	6	7	8	9	10	11
MECHANICS OF SPEAKING (7.1)												
(L)Practice clear, audible, and appropriate speech (7.1.1.1)	C	C	C	C	C	C	C	C	C	C	C	C
VERBAL COMMUNICATIONS (7.2)												
(L)Interpret marks of punctuations adequately (7.2.1.1)			C	C	C	C						
(L)Group words into meaningful phrases (7.2.1.2)					C	C	C					
(L)Modulate voice appropriately (7.2.1.3)					C	C	C					
(L)Interpret mood (7.2.1.4)					C	C	C					
(R)Effectively read aloud a short selection (7.2.1.5)					C	C	C					
(R)Narrate a sequence of events (7.2.2.1)	C	C	C	C	C	C	C					
(L)Give verbal directions (7.2.2.2)				C	C	C						
(L)Present and exchange ideas in a discussion (7.2.2.3)						C	C	C	C	C	C	C
(L)Verbally summarize points of view (7.2.2.4)											C	
(L)Select appropriate speech topics for informing and demonstrating (7.2.3.1)								C	C	C	C	C
(L)Use correct outlining procedures for formal speeches (7.2.3.2)								C	C	C	C	C
(L)Present a speech to inform, to demonstrate, or to persuade (7.2.4.1)								C	C	C	C	C

SAN MARCOS UNIFIED SCHOOL DISTRICT

REVISED SUMMER 1983

LANGUAGE ARTS FRAMEWORK

MATRIX

CODE: M = Minimum
C = Common
(R)= Reading skill
(L)= Language skill

STRAND: LITERATURE (8.0)

	K	1	2	3	4	5	6	7	8	9	10	11
BIOGRAPHY/AUTOBIOGRAPHY (8.1)												
(R)Identify Biography/Autobiography as non-fiction (8.1.1.1)				C	C	C						
(R)Recognize that Biography/Autobiography is written from the author's viewpoint (8.1.1.2)									C			
(R)Identify the historical significance of the person (8.1.2.1)									C			
ESSAY (8.2)												
(R)Recognize the structure of essay (8.2.1.2)												C
(R)Identify the thesis statement (8.2.1.2)												C
(R)Identify the main idea (8.2.2.1)												C
(R)Identify the author's purpose: to inform, to entertain, to persuade (8.2.2.2)												C
SHORT STORY/NOVEL (8.3)												
(R)Identify the setting and character (8.3.1.1)				C	C	C	C	C	C			
(L)Identify the elements of plot, theme, and tone (8.3.1.2)									C			
(L)Recognize the characteristics of theme (8.3.1.3)										C		
(R)Tell how the actions of characters are similar or different (8.3.2.1)			C	C	C							
(R) Identify sequence of events (8.3.2.2)		C	C	C	C	C	M					

SAN MARCOS UNIFIED SCHOOL DISTRICT

REVISED SUMMER 1983

LANGUAGE ARTS FRAMEWORK

MATRIX

CODE: M = Minimum
C = Common
(R) = Reading skill
(L) = Language skill

STRAND: LITERATURE (8.0)

	K	1	2	3	4	5	6	7	8	9	10	11
(R) Identify the main idea (8.3.2.3)			C	C	C	C	M					
(R) Understand character development (8.3.2.4)										C		
(R) Identify point of view (8.3.2.5)										C		
(R) Noting details (8.3.2.6)			C	M								
(R) Drawing conclusions (8.3.2.7)			C	C								
OTHER NARRATIVE FICTION (8.4)												
(R) Recognize the characteristics of fantasy (8.4.1.1)				C	C							
(R) Recognize characteristics of the folk tale (8.4.1.2)							C					
(L) Recognize characteristics of the myth and fable (8.4.1.3)								C				
(R) Identify sequence of events of the folk tale (8.4.2.1)							C					
(R) Student identify main idea of the folk tale (8.4.2.2)							C					
(L) Identify sequence of events of myth and fable (8.4.2.3)								C				
(L) Identify main idea of myth and fable (8.4.2.4)								C				
POETRY (8.5)												
(R) Recognize a selection as poetry (8.5.1.1)					C	C						
(R) Recognize elements that identify a selection as poetry (8.5.1.2)					C	C						
(R) Recognize a poem as lyrical (8.5.1.3)						C						

SAN MARCOS UNIFIED SCHOOL DISTRICT

LANGUAGE ARTS FRAMEWORK

MATRIX

REVISED SUMMER 1983

CODE: M = Minimum
C = Common
(R)= Reading skill
(L)= Language skill

STRAND: LITERATURE (8.0)

	K	1	2	3	4	5	6	7	8	9	10	11
(R) Recognize a poem as narrative (8.5.1.4)						C						
(R) Identify rhyme (8.5.2.1)			C	C	C							
(R) Recognize alliteration (8.5.2.2)						C	C					
(R) Recognize onomatopoeia (8.5.2.3)						C	C					
(R) Recognize use of repetition in poetry (8.5.2.4)						C	C					
(R) Recognize use of personification in poetry (8.5.3.1)					C	C	C	C	C			
(R) Recognize use of simile in poetry (8.5.3.2)					C	C	C	C	C			
(R) Recognize use of metaphor in poetry (8.5.3.3)					C	C	C	C	C			
(R) Recognize use of hyperbole in poetry (8.5.3.4)					C	C	C	C	C			
(R) Recognize the mood of selected poems (8.5.4.1)						C	C					
(R) Recognize the sequence of events of narrative poetry (8.5.4.2)								C	C			
(R) Recognize the main idea (8.5.4.3)								C	C	C	C	
(R) Recognize the elliptical quality of poetry (8.5.4.4)										C		
DRAMA (8.6)												
(R) Understand the oral nature of drama (8.6.1.1)								C				

SAN MARCOS UNIFIED SCHOOL DISTRICT

LANGUAGE ARTS FRAMEWORK

MATRIX

REVISED SUMMER 1983

CODE: M = Minimum
C = Common
(R)= Reading skill
(L)= Language skill

STRAND: LITERATURE (8.0)

	K	1	2	3	4	5	6	7	8	9	10	11
(R) Identify structual elements of drama (8.6.1.2)								C				
(R) Recognize the sequence of events (8.6.2.1)									C			
(R) Recognize the main idea (8.6.2.2)										C		
LITERARY INTERPRETATION (8.7)												
(R) Identify denotative elements of literary passages (8.7.1.1)								M	M	M	M	
(R) Recognize correct order of action in literary passage (8.7.1.2)								M	M	M	M	
(R) Recognize central concept of a literary passage (8.7.1.3)								M	M	M	M	
(R) Understands cause and effect relationships (8.7.1.4)							C	M	M	M	M	
(R) Drawing conclusions (8.7.1.5)					C	C	C			C	C	
(R) Inferential reasoning (8.7.1.6)										C	C	

REVISED SUMMER 1983

SAN MARCOS UNIFIED SCHOOL DISTRICT

LANGUAGE ARTS FRAMEWORK

MATRIX

CODE: M = Minimum
C = Common
(R)= Reading skill
(L)= Language skill

STRAND: LINGUISTIC COMPONENTS (9.0)

	K	1	2	3	4	5	6	7	8	9	10	11
FOUR MAJOR WORD CLASSES (9.1)												
(L) Learn the characteristics and definition of a noun (9.1.1.1)				C	C	C	C					
(L) Learn the characteristics and definition of a verb (9.1.1.2)				C	C	C						
(L) Learn the characteristics and definition of an adjective (9.1.1.3)					C	C	C					
(L) Learn the characteristics and definition of an adverb (9.1.1.4)					C	C	C					
(L) Identify nouns within a given context (9.1.2.1)				C	C	C	C					
(L) Identify verbs within a given context (9.1.2.2)				C	C	C	C					
(L) Identify adjectives within a given context (9.1.2.3)					C	C	C					
(L) Identify adverbs within a given context (9.1.2.4)					C	C	C					
FUNCTION WORDS (9.2)												
(L) Learn the characteristics and definition of the interjection (9.2.1.1)								C	C			
(L) Learn the characteristics and definition of the preposition (9.2.1.2)								C	C			
(L) Learn the characteristics and definition of the conjunction (9.2.1.3)								C	C			
(L) Identify interjections in a given context (9.2.2.1)								C	C			

REVISED SUMMER 1983

SAN MARCOS UNIFIED SCHOOL DISTRICT

LANGUAGE ARTS FRAMEWORK

MATRIX

CODE:
M = Minimum
C = Common
(R)= Reading skill
(L)= Language skill

STRAND: LINGUISTIC COMPONENTS (9.0)

	K	1	2	3	4	5	6	7	8	9	10	11
(L) Identify prepositions in a given context (9.2.2.2)								C	C			
(L) Identify conjunctions in a given context (9.2.2.3)								C	C			
PRONOUN SYSTEM (9.3)												
(L) Identify personal pronouns (9.3.1.1)									C	C		
(L) Use proper nominative forms (9.3.1.2)									C	C	M	
(L) Use proper objective forms (9.3.1.3)									C	C	M	
(L) Use proper possessive forms (9.3.1.4)									C	C	M	
(L) Use proper nominative forms (9.3.2.1)											C	
(L) Use proper objective forms (9.3.2.2)											C	
(L) Use proper possessive forms (9.3.2.3)											C	
VERB SYSTEM (9.4)												
(L) Identify verb phrases (9.4.1.1)								C	C			
(L) Learn that the past participle must have the correct auxiliary (9.4.1.2)								C	C			
(L) Correctly use the past and the past participle forms of a selected list of irregular verbs (9.4.1.3)							C	C	M			

SAN MARCOS UNIFIED SCHOOL DISTRICT

REVISED SUMMER 983

LANGUAGE ARTS FRAMEWORK

MATRIX

CODE: M = Minimum
C = Common
(R)= Reading skill
(L)= Language skill

STRAND: LINGUISTIC COMPONENTS (9.0)

BASIC SENTENCE STRUCTURES (9.5)	K	1	2	3	4	5	6	7	8	9	10	11
(L) Identify the complete subject of sentences (9.5.1.1)				C	C	C						
(L) Identify the complete predicate of sentences (9.5.1.2)				C	C	C						
(L) Identify the simple subject of sentences (9.5.1.3)				C	C	C						
(L) Identify the simple predicate of sentences (9.5.1.4)				C	C	C						
(L) Identify a word group as a sentence or a fragment (9.5.2.1)					C	C	M					
(L) Identify a word group as a sentence or a run-on (9.5.2.2)					C	C	M					
(L) Identify sentence modes: declarative, interrogative, imperative, exclamatory (9.5.3.1)								C				
(L) Identify the compounded element(s) in sentences (9.5.4.1)							C	C				
(L) Write basic sentences with compound elements (9.5.4.2)							C	C				
(L) Join two sentences using coordinating conjunctions (9.5.5.1)							C	M				
(L) Join two sentences using the semicolon (9.5.5.2)										C		
(L) Join two sentences using a semicolon and an adverbial connector (9.5.5.3)										C		
(L) Join two sentences by reducing one sentence to an adverb clause (9.5.6.1)											C	
(L) Join two sentences by reducing one sentence to an adjective clause (9.5.6.2)											C	

REVISED SUMMER 1983

SAN MARCOS UNIFIED SCHOOL DISTRICT

LANGUAGE ARTS FRAMEWORK

MATRIX

CODE:
M = Minimum
C = Common
(R)= Reading skill
(L)= Language skill

STRAND: LINGUISTIC COMPONENTS (9.0)

USAGE (9.6)	K	1	2	3	4	5	6	7	8	9	10	11
(L) Make noun subject and verb agree in basic sentences (9.6.1.1)				C	C	C	M					
(L) Make compound noun subject and verb agree in basic sentences (9.6.1.2)					C	C	C	M				
(L) Make noun subjects and verbs agree in inverted sentences (9.6.1.3)										C		
(L) Make collective noun subjects and verbs agree (9.6.1.4)										C		
(L) Make relative pronoun subjects and verbs agree (9.6.1.5)											C	
(L) Make indefinite pronoun subjects and verbs agree (9.6.1.6)											C	
(L) Make personal pronouns and antecedents agree in selected sentences (9.6.2.2)											C	
(L) Form the plurals of nouns by adding -s or -es (9.6.3.1)				C	C	M						
(L) Learn the nouns that have the same form for singular and plural (9.6.3.2)					C	M						
(L) Form the plurals of nouns by internal vowel or other suffix changes (9.6.3.3)				C	C	M						
(L) Form the plurals of numbers and letters (9.6.3.4)								C				
(L) Form the possessive of singular and plural nouns (9.6.4.1)							C	C	C	M		
(L) Form the possessive of indefinite pronouns (9.6.4.2)							C	C	C	M		

NINTH GRADE

GRADE 9

STRAND: WORD ANALYSIS 2.0 *Denotes Minimum

GOAL: To develop word attack, spelling, and vocabulary skills

SKILL AREA	SKILL	PERFORMANCE INDICATOR
2.1 Spelling	2.1.2 Memorizing basic word lists	*2.1.2.1 The student will correctly spell words from basic lists.
		2.1.2.2 The student will spell and use correctly words from basic lists in context.
2.2 Vocabulary	2.2.2 Memorizing basic vocabulary	*2.2.2.1 The student will correctly identify the meaning of words from basic lists.
		*2.2.2.2 The student will correctly use words from basic lists in context.
		2.2.2.3 The student will corrrectly identify the meaning of or synonym of words from basic lists.
	2.2.3 Analyzing word parts	*2.2.3.1 The student will memorize a basic list of Greek and Latin roots and affixes.
	2.2.4 Developing word meanings	*2.2.4.1 The student will identify antonyms for a given list of words.
		*2.2.4.2 The study will identify synonyms for a given list of words.
	2.2.5 Learning the techniques of contextual analysis	2.2.5.1 The student will use the techniques of contextual analysis to get the meaning of words in sentences.
	2.2.6 Using word analogies to develop vocabulary	2.2.6.2 The student will identify pairs of words with the same relationships as a given pair.

GRADE 9

STRAND: OBTAINING INFORMATION 3.0 *Denotes Minimum

GOAL: To develop locational skills

SKILL AREA	SKILL	PERFORMANCE INDICATOR
3.3 Library	3.3.1 Understanding and using the library	3.3.1.4 The student will obtain information from the following, using the library: Periodicals Readers' Guide to Periodicals Vertical file 3.3.1.5 The student will select appropriate materials for a data gathering project.

GRADE 9

STRAND: LISTENING 5.0

*Denotes Minimum

GOAL: To develop listening skills in oral communication

SKILL AREA	SKILL	PERFORMANCE INDICATOR
5.1 Listening	5.1.2 Understanding and responding to oral presentations	5.1.2.5 After listening to a short narrative, the student will identify the main idea.

GRADE 9

STRAND: WRITTEN EXPRESSION 6.0 *Denotes Minimum

GOAL: To develop skills of word choice, clarity, form, mechanics, and organization in written communications

SKILL AREA	SKILL	PERFORMANCE INDICATOR
6.2 Graphics	6.2.1 Understanding and using basic punctuation	6.2.1.9 The student will provide a semicolon between two independent clauses. 6.2.1.10 The student will provide a colon in conventional writing.
6.3 The paragraph	6.3.2 Writing various types of paragraphs	*6.3.2.3 The student will write an expository paragraph.
	6.3.3 Effective paragraphs	6.3.3.1 The student will write paragraphs that have unity. 6.3.3.2 The student will write paragraphs that have distinct order. 6.3.3.3 The student will write paragraphs that have coherency.
	6.3.4 Ways of development	6.3.4.2 The student will develop a paragraph by examples. 6.3.4.3 The student will develop a paragraph by anecdotes.
6.4 Multi-paragraph composition	6.4.1 Understanding the structure	6.4.1.1 The student will prepare an outline for a composition 6.4.1.2 The student will write a multi-paragraph composition.
6.5 Practical writing	6.5.3 Writing correspondence	6.5.3.4 The student will write a classified ad. 6.5.3.5 The student will write business correspondence.
	6.5.4 Advanced writing	6.5.4.1 The student will write a report based on data gathering project.

GRADE 9

STRAND: SPEAKING 7.0 *Denotes Minimum

GOAL: To develop skills of speaking in informal and formal communications

SKILL AREA	SKILL	PERFORMANCE INDICATOR
7.1 Mechanics of speaking	7.1.1 Understanding the mechanics of speech	7.1.1.1 The student will practice clear, audible, and appropriate speech.
7.2 Verbal communications	7.2.2 Speaking for a variety of audiences and purposes	7.2.2.3 The student will present and exchange ideas in a discussion.
	7.2.3 Organizing ideas for formal presentation	7.2.3.1 The student will select appropriate speech topics for informing and demonstrating.
		7.2.3.2 The student will use correct outlining procedures for formal speeches.
	7.2.4 Presenting speeches	7.2.4.1 The student will present a speech to inform, to demonstrate, or to persuade.

GRADE 9

STRAND: LITERATURE 8.0 *Denotes Minimum

GOAL: To develop an understanding and appreciation of various literary genre

SKILL AREA	SKILL	PERFORMANCE INDICATOR
8.3 Short Story/ Novel	8.3.1 Understanding the characteristics	8.3.1.3 The student will recognize the characteristics of theme.
	8.3.2 Interpreting	8.3.2.4 The student will understand character development.
		8.3.2.5 The student will identify point of view.
	8.5.4 Interpreting poetry	8.5.4.3 The student will recognize the main idea.
		8.5.4.4 The student will recognize the elliptical quality of poetry.
8.6 Drama	8.6.2 Interpreting	8.6.2.2 The student will recognize the main idea.
8.7 Literary Interpretation	8.7.1 Understanding basic interpretive elements	*8.7.1.1 The student will identify specific denotative elements of literary passages.
		*8.7.1.2 The student will recognize correct order of action in a literary passage.
		*8.7.1.3 The student will choose the summarizing statement that best reflects the central concept of a literary passage.
		*8.7.1.4 The student will choose the correct statement of cause and effect relationships of a literary passage.
		8.7.1.5 The student will demonstrate the ability to draw conclusions.
		8.7.1.6 The student will use inferential reasoning to determine the correct response.

GRADE 9

STRAND: LINGUISTIC COMPONENTS 9.0 *Denotes Minimum

GOAL: The student will systematically learn and utilize the components of English

SKILL AREA	SKILL	PERFORMANCE INDICATOR
9.3 Pronoun System	9.3.1 Using the personal pronoun correctly	9.3.1.1 The student will identify personal pronouns.
		9.3.1.2 The student will use proper nominative forms.
		9.3.1.3 The student will use proper objective forms.
		9.3.1.4 The student will use proper possessive forms.
9.5 Basic Sentence Structures	9.5.5 Techniques of combining two basic sentences through coordination	9.5.5.2 The student will join two sentences using the semicolon.
		9.5.5.3 The student will join two sentences using a semicolon and an adverbial connector.
9.6 Usage	9.6.1 Making the subject and verb agree	9.6.1.3 The student will make noun subjects and verbs agree in inverted sentences.
		9.6.1.4 The student will make collective noun subjects and verbs agree.
	9.6.2 Making the pronoun and antecedent agree	*9.6.2.1 The student will make personal pronouns and antecedents agree in selected sentences.
	9.6.4 Forming possessives	*9.6.4.1 The student will form the possessive of singular and plural nouns.
		*9.6.4.2 The student will form the possessive of indefinite pronouns.

2.0 WORD ANALYSIS

Common__________

Item Specification

Minimum X

Content Area: LANGUAGE ARTS

Grade: 9

Strand: 2.0 - WORD ANALYSIS

Skill Area: 2.1 - Spelling

Skill: 2.1.2 - Memorizing basic word lists.

Performance Indicator: 2.1.2.1 - The student will correctly spell words from basic lists.

Performance Mode: Given four words from a basic list, the student will select the misspelled word.

Item Stem Characteristics: The item stem will direct the student to select the misspelled word.

Distracter Characteristics: The distracters will be correctly spelled words from a selected list.

Example:

00. **Directions:** Select the misspelled word.

Stimulus:

Responses:

A. pamplets

B. omitted

C. surround

D. apparent

Correct Response: A

SPELLING LIST - GRADE 9 - MINIMUMS

Lesson 1

1. surprise
2. decline
3. mosquito
4. studies
5. bruised
6. exhausted
7. pamphlets
8. procedure
9. isolate
10. villain

Lesson 2

1. correspondence
2. mentioned
3. surgeon
4. existence
5. particularly
6. luxurious
7. brilliant
8. abbreviation
9. suspicious
10. traffic

Lesson 3

1. orchestra
2. delicate
3. courteous
4. patience
5. pastime
6. hosiery
7. omitted
8. surround
9. busily
10. concept

Lesson 4

1. discipline
2. itemize
3. horizon
4. enemy
5. casual
6. municipal
7. dying
8. usable
9. souvenir
10. apparent

Lesson 5

1. quarter
2. hurriedly
3. energetic
4. currency
5. tomorrow
6. unite
7. occurred
8. available
9. biggest
10. synonym

Lesson 6

1. minimum
2. safety
3. usually
4. disastrous
5. toward
6. unit
7. campaign
8. insurance
9. parachute
10. possession

Lesson 7

1. accelerate
2. partial
3. mathematics
4. dormitory
5. Tuesday
6. candidate
7. geography
8. parallel
9. admiral
10. permanent

Lesson 8

1. unnecessary
2. benefited
3. reference
4. affectionately
5. thoroughly
6. noticeable
7. monotonous
8. sergeant
9. Saturday
10. curiosity

Lesson 9

1. repetition
2. optimistic
3. visible
4. discussion
5. television
6. surely
7. until
8. excitement
9. masculine
10. aerial

Lesson 10

1. development
2. consistent
3. magnificent
4. census
5. gymnasium
6. disappear
7. comedy
8. traveled
9. emphasized
10. nominate

Lesson 11

1. sympathy
2. channel
3. personnel
4. maintain
5. capable
6. comparative
7. disappoint
8. psychology
9. convenience
10. perspiration

Lesson 12

1. consecutive
2. formal
3. conspicuous
4. artistically
5. anonymous
6. technical
7. therefore
8. original
9. prairie
10. pronunciation

Lesson 13

1. tries
2. vegetable
3. cordially
4. official
5. embarrassed
6. prejudiced
7. appropriate
8. medicine
9. economical
10. truly

Lesson 14

1. changeable
2. twelve
3. twelfth
4. complexion
5. irresistible
6. cylinder
7. distinction
8. microphone
9. sufficient
10. naturally

Lesson 15

1. suggestion
2. necessity
3. valuable
4. geometry
5. persuasion
6. grievance
7. arrogant
8. accomplish
9. alimony
10. arouse

PERFORMANCE INDICATOR 2.1.2.1

GRADE 9

GRADES TAUGHT: 1 - 10

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: 2.1.2.2

TEXTBOOK REFERENCES:

Warriner's English Grammar and Composition. Third Course. Harcourt, Brace, Jovanovich, Inc.

OTHER RESOURCES:

Ninth Grade Spelling List.

SUGGESTIONS FOR IMPLEMENTATION:

1. Select specific number of words to test per week (ex. 20)
2. Pretest (Mon.) Study (Tues. - Thurs.) Post Test (Fri.)
3. Typical Guide for students
    a. Look at word carefully
    b. Say word softly
    c. Listen to the sound of the word
    d. Discover whether the word is spelled the way it sounds
    e. Say word in sentence
    f. Say letters softly
    g. Close your eyes and say the letters
    h. Write the word, saying the letters as you write
    i. Draw a line under the part of word that is hard for you
    j. Write the word without looking at your copy
    k. Check with your copy to see if you have the word right

Item Specification

Commom x

Minimum

Content Area: LANGUAGE ARTS

Grade: 9

Strand: 2.0 WORD ANALYSIS

Skill Area: 2.1 Spelling

Skill: 2.1.2 Memorizing basic word lists

Performance Indicator: 2.1.2.2 The student will spell and use correctly words from basic lists in context.

Performance Mode: Given four sentences, the student will select the sentence which contains a misspelled word or a word used incorrectly.

Item Stem Characteristics: The item stem will direct the student to select the misspelled or incorrectly used word.

Distracter Characteristics: The distracters will be spelled or used correctly.

Example:

00. Directions: Select the sentence containing the misspelled word or a word used incorrectly.

Stimulus:

Responses:

A. It is essential to be on time.

B. I will be available starting tomorrow.

C. The vacation was quite an expence.

D. The fictitious character was friendly.

(C)

PERFORMANCE INDICATOR 2.1.2.2

GRADE 9

GRADES TAUGHT: 3 - 10

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: 2.1.2.1

TEXTBOOK REFERENCES:
Warriner's English and Composition Third Course

OTHER RESOURCES:
Refer to Ninth Grade Spelling List.

SUGGESTIONS FOR IMPLEMENTATION:

1. Use dictionaries to define words.
2. Use all words in context. Write original sentences.
3. Cloze type sentences.
   Write four sentences leaving a blank for the spelling word in each sentence.
   Write two words under each blank--one is the spelling word and the other word is a word like it in the beginning and end if possible, and of about the same length.
4. Write an original paragraph using spelling words spelled both correctly and incorrectly. Have student correct any errors.
5. Dictate sentences for students to write, using spelling words in context.

Common______________

Item Specification

Minimum X

Content Area: LANGUAGE ARTS

Grade: 9

Strand: 2.0 - WORD ANALYSIS

Skill Area: 2.2 - Vocabulary

Skill: 2.2.2 - Memorizing basic vocabulary

Performance Indicator: 2.2.2.1 - The student will correctly identify the meanings of words from basic lists.

Performance Mode: Given a word in context from the basic vocabulary list, the student will select the correct meaning from four choices.

Item Stem Characteristics: The item stem will direct the student to select the correct meaning.

Distracter Characteristics: The distracters will _not_ be the correct meanings.

Example:

00. Directions: Choose the correct meaning of the underlined word.

Stimulus: the _brunt_ of the attack

Responses:

A. the weakest part

B. the outermost boundaries

C. the main force of

D. the hopeful end of

Correct Response: C

GRADE NINE VOCABULARY: PART ONE

LESSON ONE
1. abate
2. abolition
3. abound
4. abstract
5. accomplice
6. accusation
7. adaptation
8. administer
9. adverse
10. aggressive

LESSON TWO
11. alcove
12. amass
13. amputate
14. analysis
15. antagonize
16. apprehend
17. aquatic
18. arbitrary
19. armory
20. arrogant

LESSON THREE
21. articulate
22. asset
23. attribute
24. audition
25. avail
26. barracks
27. bayonet
28. belligerent
29. bestow
30. bibliography

LESSON FOUR
31. advocate
32. audible
33. brunt
34. capitalize
35. capitivate
36. catastrophe
37. coincide
38. complex
39. compulsory
40. concede

LESSON FIVE
41. confiscate
42. consecutive
43. conservative
44. contour
45. converge
46. crescent
47. dauntless
48. decisive
49. delete
50. deliberate

LESSON SIX
51. deplore
52. destitute
53. disastrous
54. disband
55. disfigure
56. disrupt
57. diversion
58. dutiful
59. ecstasy
60. encore

LESSON SEVEN
61. entice
62. enviable
63. equivalent
64. expend
65. expire
66. extravagant
67. falter
68. fatality
69. felony
70. festive

LESSON EIGHT
71. foresight
72. formidable
73. fumigate
74. glorify
75. grievance
76. harmonize
77. idolize
78. illiterate
79. illusion
80. imply

LESSON NINE
81. impudent
82. impulsive
83. indispensable
84. ingenious
85. insomnia
86. intangible
87. integrity
88. judicial
89. lavish
90. legitimate

LESSON TEN
91. loiter
92. malicious
93. meditate
94. menagerie
95. monogram
96. mortify
97. nautical
98. navigable
99. obscure
100. obsolete

LESSON ELEVEN
101. obstinate
102. ornate
103. pending
104. perceive
105. pilfer
106. porous
107. precaution
108. preface
109. priority
110. probation

LESSON TWELVE
111. quadruple
112. random
113. ravage
114. redeem
115. refrain
116. regal
117. renown
118. replica
119. reprimand
120. reproach

LESSON THIRTEEN
121. repulsive
122. retract
123. retrieve
124. robust
125. secrete
126. serene
127. sham
128. spouse
129. staunch
130. studious

LESSON FOURTEEN
131. sublime
132. suffice
133. superficial
134. superfluous
135. supplement
136. supress
137. surly
138. tangible
139. tenant
140. terminate

LESSON FIFTEEN
141. tolerate
142. trivial
143. turmoil
144. upheaval
145. urchin
146. vacate
147. vanquish
148. verify
149. wane
150. wistful

PERFORMANCE INDICATOR 2.2.2.1

GRADE 9

GRADES TAUGHT: 1 - 10

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: 2.2.2.2

TEXTBOOK REFERENCES:

Warriner's English Grammar and Composition. Third Course

OTHER RESOURCES:

Ninth Grade Vocabulary List

SUGGESTIONS FOR IMPLEMENTATION:

1. Select a specific number of words to study per week.
2. Create vocabulary section in notebook. Write word. Define. Use word in context.
3. Give help in understanding and using figures of speech, in using adjectives and adverbs effectively, and in seeing the relation to meaning.
4. Review vocabulary lists occasionally and use words in writing as often as possible to make them permanent part of vocabulary.

Item Specification Minimum X

Content Area: LANGUAGE ARTS

Grade: 9

Strand: 2.0 - WORD ANALYSIS

Skill Area: 2.2 - Vocabulary

Skill: 2.2.2 - Memorizing basic vocabulary

Performance Indicator: 2.2.2.2 - The student will correctly use words from basic lists in context.

Performance Mode: Given four sentences with one word underlined in each, the student will select the sentence in which the underlined word is not used correctly.

Item Stem Characteristics: The item stem will direct the student to select the sentence in which the underlined word is not used correctly.

Distracter Characteristics: The distracters will be sentences in which the underlined word is used correctly.

Example:

00. **Directions:** Select the sentence with the underlined word used incorrectly.

Stimulus: none

Responses:

A. The material was so porous it would not hold water.

B. Because he was so extravagant, he was able to save most of his money.

C. He made a deliberate attempt to wreck the car.

D. We enjoyed the festive occasion.

Correct Response· B

PERFORMANCE INDICATOR 2.2.2.2

GRADE 9

GRADES TAUGHT: 1 - 10

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: 2.2.2.1

TEXTBOOK REFERENCES:

Warriner's English and Composition. Third Course

OTHER RESOURCES:

Refer to Ninth Grade Vocabulary List.

SUGGESTIONS FOR IMPLEMENTATION:

1. Create paragraphs using vocabulary words in context. Exchange paragraphs and have students determine the meaning of the vocabulary words.
2. Create sentences using vocabulary words, both correctly and incorrectly. Have students determine if the words are used correctly.
3. Keep reviewing previous vocabulary words and remember to include them with the words currently being studied.

Item Specification

Minimum____________

Content Area: LANGUAGE ARTS

Grade: 9

Strand: 2.0 Word Analysis

Skill Area: 2.2 Vocabulary

Skill: 2.2.2 Developing word meanings

Performance Indicator: 2.2.2.3 The student will correctly identify the meaning of or synonym of words from basic lists.

Performance Mode: Given a word in context from a given list of words, the student will select the correct synonym or meaning from four choices for the underlined word.

Item Stem Characteristics: The item stem will direct the student to select the correct meaning or synonym from four choices for the underlined word.

Distracter Characteristics: The distracters will be words or word groups which are not synonyms or meanings of the underlined words.

Example:

00. Directions: Choose the word or word group that means the same as or is a synonym of the underlined word.

Stimulus: Returning home with BOOTY

Responses:

A. footwear for a baby

B. goods taken from the enemy in war

C. luggage

D. cash prizes

GRADE NINE VOCABULARY: PART TWO

LESSON SIXTEEN

151. abhor
152. abominable
153. abyss
154. accord
155. adhere
156. amplify
157. anecdote
158. aptitude
159. arid
160. assent

LESSON SEVENTEEN

161. autobiography
162. avert
163. banister
164. benediction
165. booty
166. brazen
167. buffer
168. captivity
169. chafe
170. chide

LESSON EIGHTEEN

171. cinema
172. cleave
173. clique
174. combustion
175. commend
176. commute
177. compensation
178. comply
179. concession
180. concise

LESSON NINETEEN

181. constellation
182. contemplate
183. contemporary
184. continuity
185. conventional
186. coronation
187. corrugated
188. counteract
189. cower
190. crave

LESSON TWENTY

191. cult
192. damnable
193. data
194. dean
195. deem
196. deface
197. dejected
198. delinquent
199. denounce
200. detract

LESSON TWENTY-ONE

201. diction
202. diplomacy
203. disciple
204. disclose
205. discord
206. disembark
207. dispossess
208. diverge
209. divulge
210. domain

LESSON TWENTY-TWO

211. drudgery
212. dwindle
213. earthy
214. embezzle
215. entrust
216. envoy
217. err
218. escapade
219. espionage
220. evolve

LESSON TWENTY-THREE

221. expanse
222. exterminate
223. farce
224. feint
225. ferment
226. feudal
227. filament
228. filtration
229. flair
230. foreboding

LESSON TWENTY-FOUR

231. foundry
232. fray
233. galaxy
234. gild
235. gist
236. gruesome
237. heathen
238. hoodwink
239. impersonate
240. impostor

LESSON TWENTY-FIVE

241. inborn
242. indelible
243. inertia
244. infirmary
245. inflation
246. insight
247. instantaneous
248. intact
249. irresistible
250. irritable

LESSON TWENTY-SIX

251. isthmus
252. lament
253. landmark
254. livery
255. lore
256. luminous
257. magistrate
258. medieval
259. memorable
260. momentary

LESSON TWENTY-SEVEN

261. mute
262. mutual
263. nasal
264. optimistic
265. ordain
266. originate
267. overwhelm
268. parasite
269. pewter
270. physique

LESSON TWENTY-EIGHT

271. prism
272. propel
273. rapture
274. refinery
275. regime
276. remedial
277. reprove
278. sanity
279. sarcasm
280. sever

LESSON TWENTY-NINE

281. siesta
282. sluggish
283. smite
284. snub
285. spendthrift
286. spurn
287. squeamish
288. stealthy
289. subordinate
290. surpass

LESSON THIRTY

291. swarthy
292. tantrum
293. texture
294. thwart
295. titanic
296. undertone
297. valise
298. vendor
299. vestibule
300. wayward

BEST COPY

[illegible] ____________

Item Specification

Minimum _____X_____

Content Area: LANGUAGE ARTS

Grade: 9

Strand: 2.0 - WORD ANALYSIS

Skill Area: 2.2 - Vocabulary

Skill: 2.2.3 - Analyzing word parts

Performance Indicator: 2.2.3.1 - The student will memorize a basic list of Greek and Latin roots and affixes.

Performance Mode: Given four choices, the student will select the correct meaning of a Greek or Latin root or affix from a basic list.

Item Stem Characteristics: The item stem will direct the student to select the proper meaning of the given root or affix.

Distracter Characteristics: The distracters will be incorrect meanings.

Example:

00. Directions: Select the correct meaning of the given word part.

Stimulus: viv

Responses:

A. conquer

B. seek

C. live

D. make

Correct Response: C

PERFORMANCE INDICATOR 2.2.3.1

GRADE 9

GRADES TAUGHT: 4 - 9

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: 2.2.3.2, 2.2.3.3, 2.2.3.4

TEXTBOOK REFERENCES:

Warriner's English Grammar and Composition. Third Course. Harcourt, Brace, Jovanovich, Inc.

OTHER RESOURCES:

1. Ninth Grade Roots and Affixes Lists included on next sheet.
2. Word clues, by Amsel Greene. Harper & Row, Publishers

SUGGESTIONS FOR IMPLEMENTATION:

1. Arrange a concentrated time span to study these word parts. Have a break from grade level vocabulary lists.
2. Prepare weekly study lists using the Roots and Affix list.
3. Make word charts with words having technical meanings in various areas listed under subject headings such as biology, chemistry, geology, mathematics, social studies, etc.
4. Define words on word lists. Keep in a notebook.
5. General interest
    a. Retention - Keeping in mind, through practice, the roots learned
    b. Extension - Adding more roots to those known
    c. Enrichment - Deepening realization and appreciation and enjoyment of the inner values of words long known.
6. See Sample Student Sheet and Key included after Roots and Affixes Lists. Does not refer to lists - merely techniques.

Language Arts - Roots and Affixes

Grade 9 - ROOTS

	Root	Definition	Example
1.	amor	love	amorous
2.	clar	clear	clarify, clarinet
3.	ced, cess	yield, move, go	procede, procession,recede
4.	cur, curs	run	current, cursive
5.	dict	tell, speak	dictate, dictator
6.	fac, fec, fic	make, do	fiction, factory, effective
7.	magn	great	magnify, magnificient
8.	mania	madness	maniac, kleptomanic
9.	mitt, miss	send	remit, missle, missive
10.	mort	death	mortal, mortuary, mortician
11.	pac	peace	pacific, compact (agreement)
12.	pet	seek, ask	petition, repeat
13.	petro	stone	petrify, petroleum
14.	sen	old	senior, senile
15.	sol	alone	sole, solitary
16.	terra	earth	terrace, terrier
17.	ven, vent	come	convene, convert, prevent
18.	ver	true	verify, verily
19.	vinc, vict	conquer	convince, victory
20.	viv	live	revive, survive, sivacious

Language Arts - Roots and Affixes

Grade 9 - PREFIXES

	Prefix	Definition	Example
1.	a, ab	away, from, away from	aversion, abnormal
2.	acro	higest, outermost	acrobat, acrophobia, acronym
3.	ad (ac, af, etc)	to, toward	admit, adverb, adjust
4.	baro	weight	barometer, baritone
5.	con, com	with, together	compile, contract, committee
6.	de	down, from, away from	depart, deplane, demobilize
7.	dia	through, apart	diagonal, diagram
8.	epi	on, outer, beside	epigraph, epicycle, epidemic
9.	hemi	half	hemisphere, hemicycle
10.	hyper	over, excessive	hyperacidity, hypertension
11.	hypo	under	hypoacidity, hypotension
12.	intra, intro	within, intro, to	intramural, introspection, introduce
13.	mal	bad	malady, malicious, malignant
14.	para	beside	parallel, parasite
15.	peri	around	perimeter, pericycle, perihelion
16.	poly	many	polygamy, polygon, polytechnic
17.	se	away from	seclude, secede, segregate
18.	trans	across, over, beyond	trans-American, transport

Language Arts - Root and Affixes

Grade 9 - SUFFIXES

	Suffix	Definition	Example
1.	an, ian	belonging to	urban, mammalian
2.	ant,ent,er or,eer,ier,ine	act of, state of, condition of	clairvoyant, dependent, farme
3.	ar,ary,ory	relating to	similar, imaginary, sensory
4.	dom	state or condition of	kingdom, wisdom
5.	ice	act, quality state	justice, malice
6.	ine	like	canine, feminine
7.	ity	condition, state of	humanity, rarity
8.	mony	a resulting condition	alimony, matrimony
9.	on	to make, become	shorten, strengthen
10.	some	full of, quality of	lonesome, meddlesome
11.	ward	in the direction of	forward, westward

NAME SAMPLE STUDENT

COPY

Greek Roots - Study List

	Root:	Meaning:	English Use:
LIST I	1. bibl, biblio	book	
	2. anthrop	man	
	3. phon	sound	
	4. phil	love	
	5. miso	hate	
	6. a-, an-	without, not	
	7. anti-, ant	against	
	8. dia	through, across	
	9. hyper	over, excessive	
	10. peri-	around	
LIST II	11. pro-	before	
	12. graph, gram	write, draw, describe, record	
	13. scop, scept	loot at, examine	
	14. mania	madness for	
	15. phobia	morbid fear of	
	16. mega	large	

SAMPLE

NAME KEY

—1400 B.C.

Greek Roots - Study List

		Root:	Meaning:	English Use:
LIST I	1.	bibl, biblio	book	Bible bibliography
	2.	anthrop	man	anthropology, anthromorphic anthropologist
	3.	phon	sound	phonics, megaphone, phonetic telephone, microphone, phonograph
	4.	phil	love	philosophy, Anglophile philanthropist
	5.	miso	hate	misogynist
	6.	a-, an-	without, not	apathy, atom, anarchy
	7.	anti-, ant	against	antibody, Antarctic antibiotic, antacid
	8.	dia	through, across	diagram, diarama dialog
	9.	hyper	over, excessive	hyper, hypertension hyperthermal
	10.	peri-	around	perimeter periscope
LIST II	11.	pro-	before	program, provide proceed
	12.	graph, gram	write, draw, describe, record	telegraph, phonograph telegram, diagram
	13.	scop, scept	loot at, examine	telescope, microscope sceptical
	14.	mania	madness for	mania Beatlemania
	15.	phobia	morbid fear of	claustrophobia acraphobia, phobia
	16.	mega	large	megaton, megaphone megawar

9-28

Item Specification

Minimum X

Content Area: LANGUAGE ARTS

Grade: 9

Strand: 2.0 - WORD ANALYSIS

Skill Area: 2.2 - Vocabulary

Skill: 2.2.4 - Developing word meanings

Performance Indicator: 2.2.4.1 - The student will identify contextually antonyms from a given list of words.

Performance Mode: Given a word in context from a given list of words, the student will select the correct antonym from four choices.

Item Stem Characteristics: The item stem will direct the student to select the correct antonym from four choices for the underlined word.

Distracter Characteristics: The distracters will be words which are not antonyms of the underlined word.

Example:

00. Directions: Choose the word which is an antonym of the underlined word.

Stimulus: We will need to terminate the contract.

Responses:

A. conclude

B. begin

C. end

D. rewrite

Correct Response: B

PERFORMANCE INDICATOR 2.2 4.1

GRADE 9

GRADES TAUGHT: 1 - 10

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: 2.2.2.1, 2.2.2.2. 2.2.4.2

TEXTBOOK REFERENCES:

Warriner's English and Composition. Third Course. Harcourt, Brace, Jovanovich, Inc.

OTHER RESOURCES:

Refer to Ninth Grade Vocabulary List.

SUGGESTIONS FOR IMPLEMENTATION:

1. Make a Thesaurus available.
2. Make a Dictionary available.
3. In addition to definitions of words from the Grade level Vocabulary List, write the antonyms when possible.
4. Create word lists and have students supply the antonyms.

Common ________

Minimum X

Item Specification

Content Area: LANGUAGE ARTS

Grade: 9

Strand: 2.0 - WORD ANALYSIS

Skill Area: 2.2 - Vocabulary

Skill: 2.2.4 - Developing word meanings

Performance Indicator: 2.2.4.2 - The student will identify synonyms from a given list of words.

Performance Mode: Given a word in context from a given list of words, the student will select the correct synonym from four choices for the underlined word.

Item Stem Characteristics: The item stem will direct the student to select the correct synonym from four choices for the underlined word.

Distracter Characteristics: The distracters will be words which are not synonyms of the underlined word.

Example:

00. Directions: Choose the word that is a synonym of the underlined word.

Stimulus: The catastrophe was totally unexpected.

Responses:

A. blessing

B. disaster

C. triumph

D. performance

Correct Response: B

PERFORMANCE INDICATOR 2.2.4.2

GRADE 9

GRADES TAUGHT: 2 - 10

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: 2.2.2.1, 2.2.2.2, 2.2.4.1

TEXTBOOK REFERENCES:

Warriner's English and Composition. Third Course. Harcourt, Brace, Jovanovich, Inc.

OTHER RESOURCES:

Refer to Ninth Grade Vocabulary List

SUGGESTIONS FOR IMPLEMENTATION:

1. Make a Thesaurus available.
2. Make a Dictionary available.
3. In addition to definitions of words from the Grade level Vocabulary List, write the synonyms when possible.
4. Create word lists and have students supply the synonyms.

Content Area: LANGUAGE ARTS Minimum________

Grade: 9

Strand: 2.0 - WORD ANALYSIS

Skill Area: 2.2 - Vocabulary

Skill: 2.2.5 - Learning the techniques of contextual analysis.

Performance Indicator: 2.2.5.1 - The student will use the techniques of contextual analysis to get the meaning of words in sentences.

Performance Mode: Given a sentence and four choices the student will use contextual analysis to determine the meaning of the underlined nonsense word.

Item Stem Characteristics: The item stem will direct the student to select the correct meaning of the underlined nonsense word.

Distracter Characteristics: The distracters will be incorrect meanings.

Example:

00. Directions: Select the meaning of the underlined nonsense word.

Stimulus: If the rain does not itral soon, the game will probably have to be cancelled.

Responses:

A. Increase

B. Decrease

C. Preceive

D. Approach

Correct Response B

PERFORMANCE INDICATOR 2.2.5.1

GRADE 9

GRADES TAUGHT: 3 - 10

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS:

TEXTBOOK REFERENCES:

Warriner's English Grammar and Composition. Third Course. Harcourt, Brace, Jovanovich, Inc.

OTHER RESOURCES:

SUGGESTIONS FOR IMPLEMENTATION:

1. Use the Cloze technique. Take a story or paragraph and delete every fifth word. The students are to supply the missing word.
2. Work in small groups where the students make their own Cloze passages and exchange papers with other groups.
3. Good with small groups or partners.
4. Along the same lines as Cloze technique, use nonsense words in context and have students determine the nonsense word from a multiple choice.

Content Area: LANGUAGE ARTS Minimum________

Grade: 9

Strand: 2.0 - Word Analysis

Skill Area: 2.2 - Vocabulary

Skill: 2.2.6 - Using word analogies to develop vocabulary

Performance Indicator: 2.2.6.2 - The student will identify pairs of words with the same relationships as a given pair.

Performance Mode: Given a pair of words the student will determine the relationship of that pair of words and select the other pair of words that completes the analogy.

Item Stem Characteristics: The item stem will direct the student to select the pair of words that completes the analogy.

Distracter Characteristics: The distracters will be incorrect words.

Example:

00. Directions: Select the words that complete the statement.

Stimulus: Jubiliant : Petrified :: ____________.

Responses:

A. Love : Hate

B. Courage : Cowardice

C. Pride : Humiliation

D. Joy : Fear

PERFORMANCE INDICATOR 2.2.6.2

GRADE 9

GRADES TAUGHT: 6 - 9

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: 2.2.6.3

TEXTBOOK REFERENCES:

Warriner's English and Composition. Third Course. Harcourt, Brace, Jovanovich, Inc.

OTHER RESOURCES:

SUGGESTIONS FOR IMPLEMENTATION:

1. Have students make their own analogies and share with a partner.
2. Work in small groups in creating analogies.
3. Create games or contests to determine groups that can solve the most analogies.
4. Allow plenty of time for practice.
5. Use vocabulary from other content area, if possible.

3.0 OBTAINING INFORMATION

Content Area: LANGUAGE ARTS

Minimum________

Grade: 9

Strand: 3.0 - OBTAINING INFORMATION

Skill Area: 3.3 - Library

Skill: 3.3.1 - Understanding and using the library

Performance Indicator: 3.3.1.4 - The student will obtain information from the following:

Periodicals
Readers' Guide to Periodicals
Vertical file

Performance Mode:

Teacher observation from on-site project.

Item Stem
Characteristics:

Distracter
Characteristics:

Example:

00. Directions:

Stimulus:

Responses:

A.

B.

C.

D.

PERFORMANCE INDICATOR 3.3.1.4

GRADE 9

GRADES TAUGHT: 9

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS:

TEXTBOOK REFERENCES:

Warriner's English Grammar and Composition. Third Course. Harcourt, Brace, Jovanovich, Inc.

OTHER RESOURCES:

1. Librarian
2. Periodicals
3. Reader's Guide to Periodicals
4. Vertical File

SUGGESTIONS FOR IMPLEMENTATION:

1. Work in library, if possible.
2. Reproduce pages of Reader's Guide for practice. Work in small groups or partners.
3. Allow plenty of time for practice.
4. Make games to locate information.
5. Use content area information from other subject areas.

Common X

Item Specification

Minimum

Content Area: LANGUAGE ARTS

Grade: 9

Strand: 3.0 Obtaining Information

Skill Area: 3.3 Library

Skill: 3.3.1 Understanding and using the library

Performance Indicator: 3.3.1.5 The student will select appropriate materials for a data gathering project.

Performance Mode: Teacher observation from on-site project.

Item Stem Characteristics:

Distracter Characteristics:

Example:
00. Directions:

Stimulus:

Responses:

A.

B.

C.

D.

PERFORMANCE INDICATOR 3.3.1.5

GRADE 9

GRADES TAUGHT: 9 - 11

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: 3.3.1.1, 3.3.1.2, 3.3.1.3, 3.3.1.4 4.1.1.1, 4.1.2.1, 4.1.3.1, 4.1.4.1, 4.1.5.1

TEXTBOOK REFERENCES:

Warriner's English Grammar and Composition. Third Course. Harcourt, Brace, Jovanovich, Inc.

OTHER RESOURCES:

1. Librarian
2. Reference Books

SUGGESTIONS FOR IMPLEMENTATION:

1. Time to work in library
2. Practice finding information using many reference books.
3. Do steps necessary in writing paper without actually completing one.
4. Work with partners or small groups.
5. Use topics from other subject areas.

5.0 LISTENING

Minimum________

Content Area: LANGUAGE ARTS

Grade: 9

Strand: 5.0 - LISTENING

Skill Area: 5.1 - Listening

Skill: 5.1.2 - Understanding and responding to oral presentations

Performance Indicator: 5.1.2.5 - After listening to a short narrative, the student will identify the main idea.

Performance Mode: After listening to a short, taped narrative, the student will select the main idea from the options.

Item Stem Characteristics: The item stem will consist of a selection on a taped recording of a short narrative. After it has been read the verbal statement will be: "Turn to the responses and select the one that is the main idea."

Distracter Characteristics: The distracters will be ideas which are not main ideas.

Example:

00. Directions: (to be read aloud by test monitor to test group) "This is a listening question to test your ability to listen for the main idea. The selection will only be read once. Listen to the selection carefully and then determine the main idea."

Stimulus:

(see attached sheet)

Responses:

A. How Debi Horn got to be 230 pounds

B. Why Debi Horn liked to eat so much

C. When Debi Horn began her unusual diet method

D. What unusual diet method Debi Horn used

correct response: D

SCRIPT:

5.1.2.5

Debi Horn, a 230 pound young woman from Gibraltar, Michigan, had a big problem - she ate too much. She went to her doctor, who provided special braces that locked her mouth closed. Once a week, the wires were loosened so Debi could brush her teeth. Otherwise, her mouth stayed closed, and all she could have was liquids such as soup and low-calorie chocolate drink. In two months, she had lost thirty-five pounds. Even though she admitted, "I'd sure love to bite into something crunchy," she said she planned to keep up this unusual diet method until she lost an additional seventy-five pounds.

Turn to the responses and select the one that is the main idea.

PERFORMANCE INDICATOR 5.1.2.5

GRADE 9

GRADES TAUGHT: 7 - 9

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS:
6.3.1.5 - 6.3.2.3 - 7.2.4.1 - 8.4.2.4 - 8.5.4.3 - 8.6.2.2

TEXTBOOK REFERENCES:

NONE

OTHER RESOURCES:

Specific Skill Series: Getting The Main Idea, Books "D", "E", "F" and "G." Boning, Ed. Barnell Loft, Ltd.

Thought vault: Annotated Teacher's Guide. Economy Reading Series.

SUGGESTIONS FOR IMPLEMENTATION:

1. The Specific Skill Series material is set up with a short narrative followed by multiple-choice options.

2. Having students read aloud literature and poetry selections which lend themselves to the performance indicator could aid efficiency of instructions.

3. Reading aloud "current events" could perhaps be used.

6.0 WRITTEN EXPRESSION

Item Specification

Minimum____________

Content Area: LANGUAGE ARTS

Grade: 9

Strand: 6.0 Written Expression

Skill Area: 6.2 Graphics

Skill: 6.2.1 Understanding and using basic punctuation

Performance Indicator: 6.2.1.9 The student will provide a semicolon between two independent clauses.

Performance Mode: Given four sentences, the student will choose the one in which the semicolon correctly joins two independent clauses.

Item Stem Characteristics: The item stem will direct the student to choose the sentence in which the semicolon is used correctly.

Distracter Characteristics: The distracters will be sentences in which the semicolon is incorrectly used.

Example:

00. Directions: Choose the sentence that uses the semicolon correctly.

Stimulus:

Responses:

A. We tried to explain; he refused to listen.

B. We wanted to go he; wanted to stay.

C. We ate hamburgers, hot dogs; and tacos.

D. Mary bought a hat; and she bought a dress.

PERFORMANCE INDICATOR 6.2.1.9

GRADE 9

GRADES TAUGHT: 8 - 9

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: 9.5.5.1

TEXTBOOK REFERENCES:

Warriner, English Grammar and Composition, Heritage Edition, Third Course.

OTHER RESOURCES:

Strong, William, Sentence Combining. Random House.

Student writing.

SUGGESTIONS FOR IMPLEMENTATION: This use of the semicolon can be taught in conjunction with the structure of the compound sentence.

1. Have students use sentence combining to develop compound sentences.
2. Have students develop compound sentences on large/small groups or in pairs, correctly using semicolon.

Item Specification

Common________

Content Area: LANGUAGE ARTS

Minimum________

Grade: 9

Strand: 6.0 WRITTEN EXPRESSION

Skill Area: 6.2 Graphics

Skill: 6.2.1 Understanding and using basic punctuation

Performance Indicator: 6.2.1.10 The student will provide a colon in conventional writing.

Performance Mode: Given four choices, the student will select the one that shows correct use of the colon.

Item Stem Characteristics: The item stem will direct the student to select the correct use of the colon.

Distracter Characteristics: The distracters will consist of incorrect use or omission of the colon.

Example:

00. Directions: Select the item that used the colon correctly.

Stimulus:

Responses:

A. My three hobbies are: sewing, cooking, and painting.

B. We will be there at 9:30 A.M.

C. We need: the following items, brushes, paints, and paper.

D. Have you seen: Mary, Tom or Jack?

(B)

PERFORMANCE INDICATOR 6.2.1.10

GRADE 9

GRADES TAUGHT: 8 - 9

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS:

TEXTBOOK REFERENCES:
Warriner, English Grammar and Composition, Heritage Edition, Third Course and Fourth Course.

OTHER RESOURCES:

Student writing.

SUGGESTIONS FOR IMPLEMENTATION:

1. Provide many opportunities for practice of the colon.
2. Have students create sentences correctly using the colon.
3. Have students create a game to show expertise in uses of the colon.

Content Area: LANGUAGE ARTS

Minimum X

Grade: 9

Strand: 6.0 - WRITTEN EXPRESSION

Skill Area: 6.3 - The paragraph

Skill: 6.3.2 - Writing various types of paragraphs

Performance Indicator: 6.3.2.3 - The student will write an expository paragraph.

Performance Mode: Given a specific prompt, the student will write a paragraph of exposition following that prompt.

Item Stem Characteristics: The item stem will direct the student to write a paragraph of exposition following a given prompt.

Distracter Characteristics: No distracters - student generated response.

Example:

00. Directions: (see attached sheet)

Stimulus:

Responses:

A.

B.

C.

D.

PERFORMANCE INDICATOR 6.3.2.3

GRADE 9

GRADES TAUGHT: 7, 8, 9

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS:

6.3.3.1, 6.3.3.2, 6.3.3.3., 6.3.4.1, 6.3.4.2, 6.3.4.3, 6.3.4.4

TEXTBOOK REFERENCES:

Warriner's English Grammar and Composition.

OTHER RESOURCES:

SUGGESTIONS FOR IMPLEMENTATION:

1. Have students write often explaining procedures and ideas.
2. Have students revise paragraphs after small group editing.
3. Model expository paragraphs on overhead projector.
4. Have students examine several student-written paragraphs for order, coherency and unity.
5. Have students write expository paragraphs with partners.

4 More Than Adequate Response

ORGANIZATION:	The paper is well organized, with a clear beginning and end. All of its content is structured appropriately. The reader moves smoothly from idea to idea.
CLARITY OF EXPOSITION:	All information is explained clearly.
CONTENT:	The response contains enough information to explain the topic thoroughly.
MECHANICS:	Any grammatical or mechanical errors that may be present are slight and do not detract from the meaning of the response.

3 Adequate Response

ORGANIZATION:	The paper is organized, with a beginning and an end. Its content is generally structured appropriately. The reader encounters no major obstacles in moving from idea to idea.
CLARITY OF EXPOSITION:	All information is explained clearly.
CONTENT:	The response contains enough information to explain the topic sentence adequately. Little or no unnecessary information is included.
MECHANICS:	Any grammatical or mechanical errors that may be present do not substantially detract from the meaning of the response.

2 Less Than Adequate Response

ORGANIZATION:	The paper does not seem organized. It may not have a beginning or an end. Its content may not be structured appropriately or consistently. The reader had difficulty in moving from idea to idea.
CLARITY OF EXPOSITION:	Large portions of the information presented may be difficult to understand
CONTENT:	The response contains insufficient information to explain the topic adequately. Quite a bit of unnecessary information may be included.
MECHANICS:	Grammatical and mechanical errors may be frequent enough to detract from the meaning of the response.

1 Very Inadequate Response

ORGANIZATION:	The paper has little sense of organization. There is no real beginning or end. The paper content lacks an appropriate structure. The reader has major problems in following the response.
CLARITY OF EXPOSITION:	Most of the information presented may be difficult to understand.
CONTENT:	The response contains very little information that explains the topic. A great deal of unneccessary information may be included.
MECHANICS:	There are numerous grammatical and mechanical errors, detracting significantly from the meaning of the response.

0 Unacceptable Response:

No response
Response not on prompt.

Content Area: LANGUAGE ARTS

Minimum________

Grade: 9

Strand: 6.0 - WRITTEN EXPRESSION

Skill Area: 6.3 - The paragraph

Skill: 6.3.3 - Effective paragraphs

Performance Indicator: 6.3.3.1 - The student will write paragraphs that have unity.

Performance Mode: Measured in Indicator 6.3.2.3.

Item Stem Characteristics:

Distracter Characteristics:

Example:

00. Directions:

PERFORMANCE INDICATOR 6.3.3.1

GRADE 9

GRADES TAUGHT: 7 - 10

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS:

TEXTBOOK REFERENCES:

OTHER RESOURCES:

SUGGESTIONS FOR IMPLEMENTATION:

Content Area: LANGUAGE ARTS Minimum________

Grade: 9

Strand: 6.0 - WRITTEN EXPRESSION

Skill Area: 6.3 - The paragraph

Skill: 6.3.3 - Effective paragraphs

Performance Indicator: 6.3.3.2 - The student will write paragraphs that have distinct order.

Performance Mode:

Measured in Indicator 6.3.2.3.

Item Stem Characteristics:

Distracter Characteristics:

Example:

00. Directions:

PERFORMANCE INDICATOR 6.3.3.2

GRADE 9

GRADES TAUGHT: 7 - 10

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS:

TEXTBOOK REFERENCES:

OTHER RESOURCES:

SUGGESTIONS FOR IMPLEMENTATION:

Content Area: LANGUAGE ARTS

Minimum________

Grade: 9

Strand: 6.0 - WRITTEN EXPRESSION

Skill Area: 6.3 _ The paragraph

Skill: 6.3.3 - Effective paragraphs

Performance Indicator: 6.3.3.3 - The student will write paragraphs that have coherency.

Performance Mode: Measured in Indicator 6.3.2.3

Item Stem Characteristics:

Distracter Characteristics:

Example:

00. Directions:

PERFORMANCE INDICATOR 6.3.3.3

GRADE 9

GRADES TAUGHT: 7 - 10

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS:

TEXTBOOK REFERENCES:

OTHER RESOURCES:

SUGGESTIONS FOR IMPLEMENTATION:

Content Area: LANGUAGE ARTS

Minimum________

Grade: 9

Strand: 6.0 - WRITTEN EXPRESSION

Skill Area: 6.3 - The paragraph

Skill: 6.3.4 - Ways of development

Performance Indicator: 6.3.4.2 - The student will develop a paragraph by examples.

Performance Mode: Teacher Observation.

Item Stem Characteristics:

Distracter Characteristics:

Example:
00. Directions:

BEST COPY

PERFORMANCE INDICATOR 6.3.4.2

GRADE 9

GRADES TAUGHT: 8 - 9

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS:

TEXTBOOK REFERENCES:

OTHER RESOURCES:

SUGGESTIONS FOR IMPLEMENTATION:

1. Have students cluster examples to support a topic sentence.
2. Model examples to support a topic sentence.
3. As a class activity have students write a paragraph using examples as support.
4. Have students use response groups to check if examples support topic sentence.

Content Area: LANGUAGE ARTS

Minimum________

Grade: 9

Strand: 6.0 - WRITTEN EXPRESSION

Skill Area: 6.3 - The paragraph

Skill: 6.3.4 - Ways of development

Performance Indicator: 6.3.4.3 - The student will develop a paragraph by anecdotes.

Performance Mode: Teacher Observation

Item Stem Characteristics:

Distracter Characteristics:

Example:

00. Directions:

PERFORMANCE INDICATOR 6.3.4.3

GRADE 9

GRADES TAUGHT: 8 - 9

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS:

TEXTBOOK REFERENCES:

Warriner, English Grammar and Composition, Heritage Edition, Third Course.

OTHER RESOURCES:

SUGGESTIONS FOR IMPLEMENTATION:

1. Have students cluster anecdotes to support a topic sentenc.
2. Have students write in a large group paragraph using anecdotes as support.
3. Have students write round-robin paragraphs with a given topic sentence. Have each student write an additional sentence. Share completed paragraphs.
4. Model anecdotes which support a topic sentence.

Content Area: LANGUAGE ARTS Minimum________

Grade: 9

Strand: 6.0 - WRITTEN EXPRESSION

Skill Area: 6.4 - Multi-paragraph composition

Skill: 6.4.1 - Understanding the structure

Performance Indicator: 6.4.1.1 - The student will prepare an outline for a composition.

Performance Mode: Teacher Observation

Item Stem Characteristics:

Distracter Characteristics:

Example:

00. Directions:

PERFORMANCE INDICATOR 6.4.1.1

GRADE 9

GRADES TAUGHT: 9 - 10

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: 6.4.1.2

TEXTBOOK REFERENCES:

Warriner's English Grammar and Composition. Third Course. Harcourt, Brace & Co.

OTHER RESOURCES:

SUGGESTIONS FOR IMPLEMENTATION:

1. Teach students to cluster ideas for a composition
2. As a class activity, put clustered ideas in outline form.
3. Prepare a model outline with some of the items left off. Have students fill in missing parts with logical items and then write the composition.
4. Present a model essay and have students outline major and minor ideas.

Content Area: LANGUAGE ARTS Minimum________

Grade: 9

Strand: 6.0 WRITTEN EXPRESSION

Skill Area: 6.4 Multi-paragraph composition

Skill: 6.4.1 Understanding the structure

Performance Indicator: 6.4.1.2 The student will write a multi-paragraph composition

Performance Mode: Given a prompt, the student will write a multi-paragraph composition of exposition

Item Stem Characteristics: The item stem will direct the student to write an expository composition of five paragraphs following a specific prompt.

Distracter Characteristics: No distracters - student generated response

Example:

00. Directions: Following the given prompt, write a Composition of exposition. Be sure to do the following:

1. Have a minimum of five paragraphs.
2. The first paragraph must introduce your idea.
3. The middle three paragraphs should develop three strong supporting points to your topic.
4. The last paragraph must conclude your idea.

Stimulus:

Write your composition explaining why getting to school on time is sometimes a problem for some students.

See rubric for exposition

PERFORMANCE INDICATOR 6.4.1.2
GRADE 9

GRADES TAUGHT: 9 - 10

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: 6.4.1.1

TEXTBOOK REFERENCES:
Warriner, English Grammar and Composition, Heritage Edition, Third Course.

OTHER RESOURCES:

SUGGESTIONS FOR IMPLEMENTATION:

1. This is a crucial minimum at grade 10. Much practice must be done on responding to prompts, on overall structure and organization, and to the rubric for exposition.
2. Use response groups, conferencing and large group modeling for editing and revision.
3. Share models of outstanding student writing.
4. Model a composition on the overhead projector.

RUBRIC: [illegible]

4 More Than Adequate Response

ORGANIZATION:	The paper is well organized, with a clear beginning and end. All of its content is structured appropriately. The reader moves smoothly from idea to idea.
CLARITY OF EXPOSITION:	All information is explained clearly.
CONTENT:	The response contains enough information to explain the topic thoroughly.
MECHANICS:	Any grammatical or mechanical errors that may be present are slight and do not detract from the meaning of the response.

3 Adequate Response

ORGANIZATION:	The paper is organized, with a beginning and an end. Its content is generally structured appropriately. The reader encounters no major obstacles in moving from idea to idea.
CLARITY OF EXPOSITION:	All information is explained clearly.
CONTENT:	The response contains enough information to explain the topic sentence adequately. Little or no unnecessary information is included.
MECHANICS:	Any grammatical or mechanical errors that may be present do not substantially detract from the meaning of the response.

2 Less Than Adequate Response

ORGANIZATION:	The paper does not seem organized. It may not have a beginning or an end. Its content may not be structured appropriately or consistently. The reader had difficulty in moving from idea to idea.
CLARITY OF EXPOSITION:	Large portions of the information presented may be difficult to understand
CONTENT:	The response contains insufficient information to explain the topic adequately. Quite a bit of unnecessary information may be included.
MECHANICS:	Grammatical and mechanical errors may be frequent enough to detract from the meaning of the response.

1 Very Inadequate Response

ORGANIZATION:	The paper has little sense of organization. There is no real beginning or end. The paper content lacks an appropriate structure. The reader has major problems in following the response.
CLARITY OF EXPOSITION:	Most of the information presented may be difficult to understand.
CONTENT:	The response contains very little information that explains the topic. A great deal of unneccessary information may be included.
MECHANICS:	There are numerous grammatical and mechanical errors, detracting significantly from the meaning of the response.

0 Unacceptable Response:

No response
Response not on prompt.

Content Area: LANGUAGE ARTS Minimum________

Grade: 9

Strand: 6.0 WRITTEN EXPRESSION

Skill Area: 6.5 Practical writing

Skill: 6.5.3 Writing correspondence

Performance Indicator: 6.5.3.4 The student will write a classified ad.

Performance Mode: Teacher observation

Item Stem
Characteristics:

Distracter
Characteristics:

Example:
00. Directions:

Stimulus:

Responses:

A.

B.

C.

D.

PERFORMANCE INDICATOR 6.5.3.4

GRADE 9

GRADES TAUGHT: 9

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS:

TEXTBOOK REFERENCES:

OTHER RESOURCES:

Newspapers

SUGGESTIONS FOR IMPLEMENTATION:

1. Have students publish an intraschool advertising sheet containing ads.
2. Have students correct classified ads in small groups.
3. Provide newspapers and have students look at classified ads.
4. Have students write 3 - 5 different types of classified ads as a small group project.
5. Give students certain objects to sell, classified ads format or examples, limitation on words and have them write classified ads.

Content Area: LANGUAGE ARTS

Minimum________

Grade: 9

Strand: 6.0 WRITTEN EXPRESSION

Skill Area: 6.5 Practical writing

Skill: 6.5.3 Writing correspondence

Performance Indicator: 6.5.3.5 The student will write business correspondence.

Performance Mode: Given a specific prompt, the student will write a business letter conforming to that prompt.

Item Stem Characteristics: The item stem will direct the student to write a business letter to a particular business.

Distracter Characteristics:

Example:

00. Directions: Write a letter to the U.S. Forestry Service, 503 State Street, Washington, D.C., 10014. Order a year's subscription to the magazine entitled Freddy Forester. The subscription is $4.00 a year. Be sure to include all the parts of the letter. Use your own name and address and today's date. Use a correct form of a business letter.

See Rubric for Business Letter

PERFORMANCE INDICATOR 5.5.3.5

GRADE 9

GRADES TAUGHT: 9

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS:

TEXTBOOK REFERENCES:

Warriner, English Grammar and Composition, Heritage Edition, Third Course.

OTHER RESOURCES:

SUGGESTIONS FOR IMPLEMENTATION:

1. Have students write real letters of request for information or letters of complaint. Have them share their responses.
2. Have students write business letters to broader audiences such as school personnel, local civic government leaders and share responses.
3. Provide a blank sheet with lines of business letter format in their proper places. Have students write a letter on the form.
4. Have students revise letters in small groups.

RUBRIC FOR BUSINESS LETTER

A = acceptable response

Does all or most of the following:

1. Contains essential information for a response.
    - a. writer's address, including zip and state
    - b. address to which it is being sent - addressee, including zip and state
    - c. salutation prior to the body of the letter
    - d. signature at the conclusion of the body of the letter

   Other business letter information is desirable but not mandatory:
    - e. date in heading
    - f. complimentary closing
2. Contains statement of the problem/purpose of the letter. Writer does not distort what the directions require him/her to ask for or to say. Contains no inappropriate language (slang, profanity, overly informal diction).
3. Follows some conventions of capitalization, punctuation, usage; contains some serious errors but not enough to impede the reader's understanding.
4. May violate some conventions of business letter form: margins, headings, placement of essential information, punctuation specific to the business letter.
5. Writing is legible.

B = unacceptable response

Does all or most of the following:

1. Omits essential information
    - a. writer's address, including zip and state
    - b. address to which it is being sent - addressee, including zip and state
    - c. salutation prior to the body of the letter
    - d. signature at the conclusion of the body of the letter
2. Misstates problem/purpose of letter
    - a. omits pertinent information, such as the reason for writing, the name of the product requested, etc.
    - b. contains inappropriate language (slang, profanity, overly informal language)
    - c. distorts the situation described in the prompt
3. Contains many errors in language conventions and usage which impede understanding (capitalization, punctuation, usage, sentence structure, spelling).
4. Writing may be partially or totally illegible.

C = no response or student is "off the prompt" (Ignores the intended assignment).

Content Area: LANGUAGE ARTS　　　　**Minimum**________

Grade: 9

Strand: 6.0 - WRITTEN EXPRESSION

Skill Area: 6.5 - Practical writing

Skill: 6.5.4 - Advanced writing

Performance Indicator: 6.5.4.1 - The student will write a report based on data gathering project.

Performance Mode: Teacher Observation

Item Stem Characteristics:

Distracter Characteristics:

Example:

00. Directions:

PERFORMANCE INDICATOR 6.5.4.1

GRADE 9

GRADES TAUGHT: 9

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: 6.3.2.3, 6.5.5.1 6.4.1.1

TEXTBOOK REFERENCES:

Warriner's English Grammar & Composition, Third Course.

OTHER RESOURCES:

SUGGESTIONS FOR IMPLEMENTATION:

1. Have students cluster topics of interest.
2. Have students cluster topic they have chosen.
3. Provide deadlines and have response groups examine notecards, outlines.
4. Have students write their first draft in class in one session.
5. Have students bring revised edition to response groups for evaluation and further revision.

7.0 SPEAKING

Content Area: LANGUAGE ARTS

Minimum________

Grade: 9

Strand: 7.0 - SPEAKING

Skill Area: 7.1 - Mechanics of speaking

Skill: 7.1.1 - Understanding the mechanics of speech

Performance Indicator: 7.1.1.1 - The student will practice clear, audible, and appropriate speech.

Performance Mode: Teacher Observation

Item Stem Characteristics:

Distracter Characteristics:

Example:

00. Directions:

Stimulus:

Responses:

A.

B.

C.

D.

PERFORMANCE INDICATOR 7.1.1.1

GRADE 9

GRADES TAUGHT: K - 11

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS:

2.3.2.2 - 2.4.2.1 - 2.4.2.2 - 3.1.2.5 - 3.1.2.7 - 7.2.4.1

TEXTBOOK REFERENCES:

NONE

OTHER RESOURCES:

1. "Language Levels" MAL Publication
2. Phrase and Word Origins. Heald, Ed. Harcourt and Brace, Pub.
3. A dictionary
4. School nurse
5. Speech therapist

SUGGESTIONS FOR IMPLEMENTATION:

1. To test the "clear, audible" speech section of the indicator, it is suggested that the telephone kit from Bell Telephone Co. might be used or tape recording the student's voice might be done.

2. Vocabulary study,as well as using a Thesaurus., should aid in student's word choice.

3. Discuss with students the colloquial pronunciation of words in America and influences of television to modify differences.

4. Discuss pronunciation of words with silent letters, such as "often" and use of a double negative such as "irregardless."

Item Specification

Commom ^

Minimum ________

Content Area: LANGUAGE ARTS

Grade: 9

Strand: 7.0 - SPEAKING

Skill Area: 7.2 - Verbal communications

Skill: 7.2.2 - Speaking for a variety of audiences and purposes

Performance Indicator: 7.2.2.3 - The student will present and exchange ideas in a discussion.

Performance Mode: Teacher Observation

Item Stem Characteristics:

Distracter Characteristics:

Example:

00. Directions:

Stimulus:

Responses:

A.

B.

C.

D.

PERFORMANCE INDICATOR 7.2.2.3

GRADE 9

GRADES TAUGHT: 5 - 11

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS:

NONE

TEXTBOOK REFERENCES:

NONE

OTHER RESOURCES:

1. 38 Basic Speech Experiences. Carlile Ed.. Clark Pub. Co.
2. Grammar and Composition, Grade 10. Warriner. Harcourt and Brace.
3. The Teaching of Speech. Weaver. Prentice-Hall, Inc.
4. Speech: Principles and Practice. Frost. Scott, Foresman and Co.
5. Discussion. Library of Congress.
6. Grammar and Composition. Complete Course. Warriner. Harcourt and Brace.

SUGGESTIONS FOR IMPLEMENTATION:

1. The Discussion booklet mentioned above addresses itself to ten discussion skills and exercises for improving these skills, ranging from "getting acquainted" to "responding" to "other contributions" to "arriving at a concensus."

Item Specification

Common x

Minimum ________

Content Area: LANGUAGE ARTS

Grade: 9

Strand: 7.0 - SPEAKING

Skill Area: 7.2 - Verbal communications

Skill: 7.2.3 - Organizing ideas for formal presentation

Performance Indicator: 7.2.3.1 - The student will select appropriate speech topics for informing and demonstrating.

Performance Mode: Teacher Observation

Item Stem Characteristics:

Distracter Characteristics:

Example:

00. Directions:

Stimulus:

Responses:

A.

B.

C.

D.

PERFORMANCE INDICATOR 7.2.3.1

GRADE 9

GRADES TAUGHT: 7 - 11

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS:
NONE

TEXTBOOK REFERENCES:
NONE

OTHER RESOURCES:
1. Speech: Principles and Practice. Frost. Scott, Foresman and Co.
2. The Teaching of Speech. Weaver. Prentice-Hall, Inc.
3. 38 Basic Speech Experiences. Carlile, Ed. Clark Pub. Co.

SUGGESTIONS FOR IMPLEMENTATION:
1. Use of "clustering" techniques will help in generating ideas.
2. Each student could be responsible for listing three speech subjects as homework; collect the next day and review them before allowing students to draw them from a hat.
3. San Diego Writing Project lists for composition might lend themselves to this indicator.

Item Specification Common______

Content Area: LANGUAGE ARTS Minimum________

Grade: 9

Strand: 7.0 - SPEAKING

Skill Area: 7.2 - Verbal communications

Skill: 7.2.3 - Organizing ideas for formal presentation

Performance Indicator: 7.2.3.2 - The student will use correct outlining procedures for formal speeches.

Performance Mode: Teacher Observation

Item Stem Characteristics:

Distracter Characteristics:

Example:

00. Directions:

Stimulus:

Responses:

A.

B.

C.

D.

PERFORMANCE INDICATOR 7.2.3.2

GRADE 9

GRADES TAUGHT: 7 - 11

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS:
4.1.2.1 - 6.4.1.1. - 6.4.1.2 - 6.5.4.1 - 6.5.4.2 - 6.5.4.3

TEXTBOOK REFERENCES:

Grammar and Composition, Third Course. Warriner. Harcourt, Brace.

OTHER RESOURCES:

1. All the other levels of Warriner's Grammar and Composition courses.
2. 38 Basic Speech Experiences. Carlile, Ed. Clark Publishing Co.
3. "How to Write Your Term Paper." Yaggy. Harper, Row Publishers.

SUGGESTIONS FOR IMPLEMENTATION:

1. The experience in this performance indicator may parallel written expression outlining listed in indicator 6.4.1.1.

2. It is suggested that the topical outlining format be followed for the body of the speech; note sample following this sheet.

3. Students must be aware of the titles and functions of each portion of the outline before they create their own.

SAMPLE SPEECH OUTLINE SHEET

I. Introduction

   A. "Wake-up"
   (The purpose of a wake-up is to get the attention of the audience; it might be a humorous remark, a question, or a jingle.)

   B. Thesis Statement
   (This is a topic sentence telling the audience just what you are going to talk about in your speech.)

   C. Overview
      1. (There must be at least three (3) overview points; these points are the main points you wish to stress in the body of your speech. If you have a long speech, these points are actually spoken, after the introductory thesis is spoken; if it is a short speech, these points may be spoken only once, from their position in the body of the speech, before you launch into their explanation.) They MUST be stated in sentence form.

II. Body

   A.
      1.
      2. In this part of your speech, you give the information to inform or persuade your audience. Be sure you organize your material well. A, B, C, and additional points in the body of the speech are identical to those in the overview. They are complete sentences; however, the Numbers 1. 2., etc. are used just to list one or two word "topic" reminders to organize the rest of the sub-topics you wish to discuss.

   B.
      1.
      2.
      3.
      4.

   C.
      1.
      2.
      3.

III. Conclusion

This is a summary of your speech. You might also use a jingle, restate your thesis sentence in a summary or call the audience to action with a direct statement.

9-85

Minimum________

Content Area: LANGUAGE ARTS

Grade: 9

Strand: 7.0 - SPEAKING

Skill Area: 7.2 - Verbal communications

Skill: 7.2.4 - Presenting speeches

Performance Indicator: 7.2.4.1 - The student will present a speech to inform, to demonstrate, or to persuade.

Performance Mode: Teacher Observation

Item Stem Characteristics:

Distracter Characteristics:

Example:

00. Directions:

Stimulus:

Responses:

A.

B.

C.

D.

PERFORMANCE INDICATOR 7.2.4.1

GRADE 9

GRADES TAUGHT: 7 - 11

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS:

5.1.2.5 - 6.3.2.3 - 6.3.4.2 - 6.3.4.3 - 6.4.1.2

TEXTBOOK REFERENCES:

NONE

OTHER RESOURCES:

1. The Teaching of Speech. Weaver. Prentice-Hall, Inc.
2. Speech: Principles and Practice. Frost. Scott-Foresman and Co.
3. 38 Basic Speech Experiences. Carlile, Ed. Clark Pub. Co.
4. English Grammar and Composition, Complete Course. Warriner. Harcourt, Brace.
5. #608 Communication Skills: Learning to Listen and Express Yourself. Center for Humanities, Inc. EMC Corp.
6. #260 Personal Communication, Parts 1 - 2. Center for Humanities, Inc. EMC Corp.

SUGGESTIONS FOR IMPLEMENTATION:

1. Since there should be a progression in speech experiences for each grade level, giving speeches to inform which are limited to a process or demonstration is suggested for the ninth grade. A suggested rubric for grading is attached.

2. Written communication indicator 6.5.4.1 might be a source for some speeches, as well as the elective courses in which students are enrolled.

3. Thorough discussion must occur about use of posters, pictures, and tools in a demonstration speech.

4. Formal instruction in outlining (Indicator 7.2.3.2) also must be addressed.

5. A review of preliminary speech activities and speaking concepts from grade 8 is a necessity!

SUGGESTED RUBRIC FOR SPEECH TO DEMONSTRATE

	Poor	Good	Excellent
KNOWLEDGE OF SUBJECT (Was it complete and thorough?)			
ORGANIZATION OF INFORMATION (Was it logical, orderly and coherently presented?)			
PHYSICAL PRESENTATION (Were poise, voice, gestures and eye contact appropriate?)			
DEMONSTRATION TECHNIQUES (Was the use of pictures, postures and equipment or tools effective?)			

OVER-ALL GRADE OF ____________________

To the Teacher:

You may wish space for comments, also. It is suggested that 50% of the grade could be determined by peer grading and 50% by teacher evaluation. A majority of the time, they're entirely in agreement!

8.0 LITERATURE

Common X

Minimum ____

Item Specification

Content Area: LANGUAGE ARTS

Grade: 9

Strand: 8.0 - LITERATURE

Skill Area: 8.3 - Short Story/Novel

Skill: 8.3.1 - Understanding the characteristics

Performance Indicator: 8.3.1.3 - The student will recognize the characteristics of theme.

Performance Mode: Given four statements, the student will choose the one which is the characteristic of theme.

Item Stem Characteristics: The item stem will consist of four possible characteristics. The student will select the item which is a characteristic of theme.

Distracter Characteristics: The distracters will consist of choices that are not characteristics of theme.

Example:

00. Directions: Which of the following is a characteristic of theme?

Stimulus:

Responses:

A. Retelling of the story.

B. The protagonist is named.

C. A general statement of life.

D. A summary of the plot.

Correct Response C

PERFORMANCE INDICATOR 8.3.1.3

GRADE 9

GRADES TAUGHT: 9

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS:

TEXTBOOK REFERENCES:

Adventures for Today. Harcourt, Brace Co.

Adventures for Readers. Harcourt, Brace Co.

OTHER RESOURCES:

SUGGESTIONS FOR IMPLEMENTATION:

1. Give students four statements and have them pick the one which best expresses what a theme is.

2. After reading a short story or a novel, have students work in small group to formulate statements of theme.

3. Have students respond personally to the theme of a story.

4. Given a theme, have students write a short story which relays it.

Item Specification Common________

Content Area: LANGUAGE ARTS Minimum________

Grade: 9

Strand: 8.0 - LITERATURE

Skill Area: 8.3 - Short Story/Novel

Skill: 8.3.2 - Interpreting

Performance Indicator: 8.3.2.4 - The student will understand character development.

Performance Mode: Teacher Observation

Item Stem Characteristics:

Distracter Characteristics:

Example:
00. Directions:

PERFORMANCE INDICATOR 8.3.2.4

GRADE 9

GRADES TAUGHT: 9

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS:

TEXTBOOK REFERENCES:

OTHER RESOURCES:

Adventures for Today, Harcourt, Brace & Co.

Adventures in Reading, Harcourt, Brace & Co.

SUGGESTIONS FOR IMPLEMENTATION:

1. Discuss qualities and actions of the significant characters.
2. In a group analyze the conflict situations the characters are facing.
3. Discuss changes in the characters.
4. Analyze character development in stories presented in film, filmstrip or recordings.
5. Students should discuss character development in essays and/or in small groups.
6. Have students write character monologue.
7. Have students role play different characters.
8. Have students rewrite ending of story and change reactions of character.
9. "Add-a-chapter" in discussion, writing, dialogues or dramatic scenes.
10. Have students chronicle on a time-line character development.

Common X

Minimum

Item Specification

Content Area: LANGUAGE ARTS

Grade: 9

Strand: 8.0 Literature

Skill Area: 8.3 Short Story/Novel

Skill: 8.3.2 Interpreting

Performance Indicator: 8.3.2.5 The student will identify point of view.

Performance Mode: Given a characteristic of a point of view, the student will identify that characteristic as omniscient, limited omniscient, first person, or objective.

Item Stem Characteristics: The item stem will consist of a characteristic of a point of view. The accompanying question will ask the student to identify that characteristic as omniscient, limited omniscient, first person, or objective.

Distracter Characteristics: The distracters will consist of points of view to which the characteristic does not apply.

Example:

00. Directions: Identify the point of view in which the author is free to comment on and interpret actions and to enter the minds of all characters.

Stimulus:

Responses:

A. omniscient

B. limited omniscient

C. first person

D. objective

(A)

PERFORMANCE INDICATOR 8.3.2.5

GRADE 9

GRADES TAUGHT: 9

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS:

TEXTBOOK REFERENCES:

Adventures for Today. Harcourt, Brace & Co.

Adventures in Reading, Harcourt, Brace & Co.

OTHER RESOURCES:

SUGGESTIONS FOR IMPLEMENTATION:

OMNISCIENT - Author tells story in third person, knows all, is free to enter the minds of all characters.

LIMITED OMNISCIENT - Author tells story in third person, knows and can interpret everything about one particular character, but he perceives other characters only through that character.

FIRST PERSON - Story is told in first person by one of the characters. Any commentary or interpretation must be considered to be the character's and may be unreliable.

OBJECTIVE - Author simply reports what is seen or heard in any of the unlimited places he is free to go. The author may not comment or interpret. It is like watching a drama.

1. Provide excerpts and have students identify point-of-view.
2. Provide instructional bulletin boards.
3. Have students identify point-of-view working in pairs.
4. Have students write brief short stories using each point-of-view.
5. Have students in small groups re-write a story or news article from a different point-of-view.

Item Specification

Commom x

Minimum

Content Area: LANGUAGE ARTS

Grade: 9

Strand: 8.0 LITERATURE

Skill Area: 8.5 Poetry

Skill: 8.5.4 Interpreting poetry

Performance Indicator: 8.5.4.3 The student will recognize the main idea.

Performance Mode: Given a reading selection and three choices, the student will select the main idea.

Item Stem Characteristics: The item stem will consist of a reading selection and three choices. The accompanying question will ask the student to select the main idea.

Distracter Characteristics: The distracters will consist of ideas taken from the selection which are not the main idea.

Example:

00. Directions: Select the main idea for the following poem:

Stimulus: If There Be Sorrow

If there be sorrow
let it be
for things undone
undreamed
  unrealized
    unattained

to these add one:
love withheld
  restrained.

Responses:

A. One should take risks and try things in life.
B. One should be sad for things unrealized.
C. One should dream many things.

PERFORMANCE INDICATOR 8.5.4.3

GRADE 9

GRADES TAUGHT: 7 - 10

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS:

TEXTBOOK REFERENCES:

Adventures for Today. Harcourt, Brace & Co.

Adventures in Reading. Harcourt, Brace & Co.

OTHER RESOURCES:

Fundamentals of Poetry. Language Kit B.
About Poetry (pamphlet). Channing L. Bete Co., Inc.
The Variations Series. Minor. Harcourt Brace Jovanovich.
The Houghton Mifflin Action Series. Houghton Mifflin Co.
Man in the Poetic Mode. McDougal, Littell & Co.
This Land is Mine. Hine. J. B. Lippincott Co.
An Introduction to Poetry. Kennedy. Little, Brown & Co.
Poems: American Themes. Levy. Amsco School Publications, Inc.

SUGGESTIONS FOR IMPLEMENTATION:

1. Present poem withoug titles. Have students title poems.

2. Provide opportunities for large group identification of main ideas.

3. Have small groups identify main idea and compare outcomes in group discussion.

4. Provide pre-reading background in main idea through discussion, learning logs, or personal journal.

5. Provide photos or art work depicting similar main ideas.

Item Specification

Common________

Content Area: LANGUAGE ARTS

Minimum________

Grade: 9

Strand: 8.0 - LITERATURE

Skill Area: 8.5 - Poetry

Skill: 8.5.4 - Interpreting poetry

Performance Indicator: 8.5.4.4 - The student will recognize the elliptical quality of poetry.

Performance Mode: Teacher Observation

Item Stem Characteristics:

Distracter Characteristics:

Example:

00. Directions:

PERFORMANCE INDICATOR 8.5.4.4
GRADE 9

GRADES TAUGHT: 9

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS:

TEXTBOOK REFERENCES:

Adventures for Today. Harcourt, Brace & Co.

Adventures in Reading. Harcourt, Brace & Co.

OTHER RESOURCES:
Fundamentals of Poetry. Language Kit Co.
About Poetry (pamphlet). Channing L. Bete Co., Inc.
The Variations Series. Minor. Harcourt Brace Jovanovich.
The Houghton Mifflin Action Series. Houghton Mifflin Co.
Man in the Poetic Mode. McDougal, Littell & Co.
This Land is Mine. Hine. J. B. Lippincott Co.
An Introduction to Poetry. Kennedy. Little, Brown & Co.
Poems: American Themes. Levy. Amsco School Publications, Inc.

SUGGESTIONS FOR IMPLEMENTATION:

1. Present art work and cluster ideas of interpretation.

2. Cluster interpretations from a poem.

3. Paraphrase haiku, cinquain, and other poetry.

Common X
Minimum

Item Specification

Content Area: LANGUAGE ARTS

Grade: 9

Strand: 8.0 - LITERATURE

Skill Area: 8.6 - Drama

Skill: 8.6.2 - Interpreting

Performance Indicator: 8.6.2.2 - The student will recognize the main idea.

Performance Mode: Teacher Observation

Item Stem Characteristics:

Distracter Characteristics:

Example:
00. Directions:

Stimulus:

Responses:

A.

B.

C.

D.

PERFORMANCE INDICATOR 8.6.2.2

GRADE 9

GRADES TAUGHT: 9

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS:

TEXTBOOK REFERENCES:

Adventures for Today. Harcourt, Brace & Co.

Adventures in Reading. Harcourt, Brace & Co.

OTHER RESOURCES:
San Diego State University. Professor Raymond Ross, Education Dept.
Local theater groups.
Old Globe Theater.
Dramatized Classics for Radio-Style Reading. Olfson, Plays, Inc.
Best Short Plays of the World Theater. Richards. Crown Pub. Inc.

SUGGESTIONS FOR IMPLEMENTATION:

1. Have students read an untitled short play and have students suggest titles.
2. Provide opportunities for large group to recognize main idea.
3. Provide opportunities for small groups to recognize main idea and compare results in group discussion.

Common_________

Minimum__X__

Item Specification

Content Area: LANGUAGE ARTS

Grade: 9

Strand: 8.0 - LITERATURE

Skill Area: 8.7 - Literary Interpretation

Skill: 8.7.1 - Understanding basic interpretive elements.

Performance Indicator: 8.7.1.1 - The student will identify specific denotated elements of literary passages.

Performance Mode: After reading the passage, the student will select the correctly denoted element from four options.

Item Stem Characteristics: The item stem will consist of a passage and four options concerning a denoted element within the passage. The student will be directed to read the passage and to select the correctly denoted element from four choices.

Distracter Characteristics: The distracters will be incorrect responses.

Example:

00. Directions: Read the following passage. Then select the response which correctly states a fact from the passage.

Stimulus:

(see attached page)

grade [illegible]

MULTIPLE CHOICE ITEMS

Area LANGUAGE ARTS

Performance Indicator 8.7.1.1 Item Number EXAMPLE

irections: Read the following passage. Then select the response which correctly states a fact from the passage.

timulus:

What has large ears and a mind of its own, is strong and sure-footed, and can go for long periods without water? The answer is a burro-that very small donkey often called "the poor man's horse." The burro played a significant role in the history of the American West, for it was this animal that carried the supplies needed by the miners and by the mining towns that sprang up in inaccessible mountainous areas. Many westerners today still remember the importance of this animal. Appropriately, when Western towns have a celebration, a common feature of the day is a burro race.

esponses:

A. The burro was not important in the American West.

B. The burro carried supplies for the miners.

C. The burro needs more water than most other animals.

D. Western towns no longer have burro races.

orrect Response: B

Field-Tested ☐ 1

☐ 2

Date: ______ Validity Check ______ (Initials) ☐ 3

Item Specification

Minimum X

Content Area: LANGUAGE ARTS

Grade: 9

Strand: 8.0 LITERATURE

Skill Area: 8.7 Literary Interpretation

Skill: 8.7.1 Understanding basic interpretive elements.

Performance Indicator: 8.7.1.2 The student will recognize correct order of action in a literary passage.

Performance Mode: After reading the passage, the student will select the correct order of action from four options.

Item Stem Characteristics: The item stem will consist of a passage and four options of order of action. The student will be directed to read the passage and to select the correct order of action from the four options.

Distracter Characteristics: The distracters will be in an incorrect order.

Example:

00. Directions: Read the following passage. Then select the correct order of action from the four choices.

Stimulus: See attached

Responses:

A.

B.

C.

D.

grade 9

OTHER THAN MULTIPLE CHOICE ITEMS

Area LANGUAGE ARTS

Performance Indicator: 8.7.1.2

Item Number Example

Directions: Read the following passage. Then select the correct order of action from the four choices.

Stimulus: Harry Mott didn't look back. As he prepared to jump from the fourth floor window, he could feel the hot flames licking at his back. He could hear the screams of spectators below. Just a few moments earlier he had been trapped in a burning room when a door jammed shut. Now he was ready to leap for his life. Harry Mott survived the jump and lived to tell his story.

1. He could feel the hot flames licking at his back.
2. Harry Mott lived to tell his story.
3. Harry Mott prepared to jump from the fourth floor window.
4. He could hear the screams of spectators below.

a. 3,4,1,2
b. 3,1,4,2
c. 3,2,1,4
d. 2,3,4,1

Correct Response: B

Field-Test:

1. ☐
2. ☐
3. ☐

Date: Validity Check (Initials)

Common________
Minimum X

Item Specification

Content Area: LANGUAGE ARTS

Grade: 9

Strand: 8.0 - LITERATURE

Skill Area: 8.7 - Literary Interpretation

Skill: 8.7.1 - Understanding basic interpretive elements.

Performance Indicator: 8.7.1.3 - The student will choose the summarizing statement that best reflects the central concept of a literary passage.

Performance Mode: After reading the passage, the student will select from four options the statement that reflects the central concept of the passage.

Item Stem Characteristics: The item stem will consist of a literary passage and four options concerning the central concept of the passage. The student will be directed to read the passage and to select the correct response from four options.

Distracter Characteristics: The distracters will be statements which refer to the passage, but do not make correct summarizing statements about the central concept of the passage.

Example:

00. Directions: Read the following passage. Then select the statement that gives the central concept of the passage.

Stimulus: (see attached sheet)

grade 9

MULTIPLE CHOICE ITEMS

Area LANGUAGE ARTS

Performance Indicator 8.7.1.3 Item Number EXAMPLE

irections: Read the following passage. Then select the statement that gives the central concept of the passage.

timulus:

The Japanese are noted for their kite flying. Battling with kites is one of their favorite sports. At the Cherry Blossom Festival, kite wars provide the principal excitement of the day. Kite-flyers by the thousands gather in fields for the battles. Kite strings are covered with glue and powdered glass. Once the sky is filled, the flyers cross kite strings. Each pulls a line back and forth against the kite string of an opponent. Soon one string cuts through the other. For the loser the battle is over. For the winner - other battles lie ahead.

esponses:

A. What Japanese kite battles are like.

B. Why the Japanese enjoy kite flying.

C. How Japanese kite strings get broken.

D. How popular kites are.

orrect Response: A

Field-Tested ☐ 1 ☐ 2 ☐ 3

Date: ______ Validity Check ______ (Initials)

Common____________

Minimum ____X____

Item Specification

Content Area: LANGUAGE ARTS

Grade: 9

Strand: 8.0 - LITERATURE

Skill Area: 8.7 - Literary Interpretation

Skill: 8.7.1 - Understanding basic interpretive elements.

Performance Indicator: 8.7.1.4 - The student will chose the correct statement of cause and effect relationships of a literary passage.

Performance Mode: After reading the passage, the student will select from four options the statement that correctly shows the cause or effect relationship existing within the passage.

Item Stem Characteristics: The item stem will consist of a passage and four statements of cause or effect relationship. The student will be directed to read the passage and to select the correct response from four options.

Distracter Characteristics: The distracters will be statements referring to the passage, but will be incorrect cause or effect relationships.

Example:

00. Directions: Read the following passage. Then select the statement that gives a correct cause/effect relationship.

Stimulus:

Responses: See attached.

A.

B.

C.

D.

MULTIPLE CHOICE ITEMS

Area LANGUAGE ARTS

Performance Indicator 8.7.1.4 Item Number EXAMPLE

irections: Read the following passage. Then select the statement that gives a correct cause or effect relationship.

timulus:

At one time great herds of buffalo wandered the American plains. Indians and pioneers hunted them, and by 1889 only 551 were left. Game laws were passed to protect them. Today approximately 10,000 of these animals live on game preserves.

esponses: The effect of buffalo killed by Indians and pioneers until only a small number were left was:

A. The buffalo was hunted.

B. Many buffalo died.

C. Laws were passed to save the buffalo.

D. At one time, there were great herds.

orrect Response: C

Field-Tested ☐ 1 ☐ 2 ☐ 3

te:__________ Validity Check_______ (Initials)

Item Specification

Minimum

Content Area: LANGUAGE ARTS

Grade: 9

Strand: 8.0 Literature

Skill Area: 8.1 Literary Interpretation

Skill: 8.7.1 Understanding basic interpretive elements.

Performance Indicator: 8.7.1.5 The student will demonstrate the ability to draw conclusions.

Performance Mode: Given a reading selection, a stimulus, and four statements that complete the stimulus, the student will select the statement that draws a correct conclusion.

Item Stem Characteristics: The item stem will consist of a reading selection, a stimulus, and four choices that complete the stimulus. The student will be directed to choose the response that correctly completes the statement.

Distracter Characteristics: The distracters will be responses that do not correctly complete the statement.

Example:

00. Directions: Choose the response that correctly completes the statement about the following selection.

Stimulus: (See attached sheet)

Responses: (See attached sheet)

A.

B.

C.

D.

grade 9

MULTIPLE CHOICE ITEMS

Area LANGUAGE ARTS

Performance Indicator 8.7.1.5 Item Number Example

Directions: Choose the response that correctly completes the statement about the following selection.

Stimulus:

Sabatoge is any means of deliberately wasting or destroying an employee's property. It can also be a political weapon against an unpopular government. The word comes from the dissatisfaction of French factory workers, who tossed their sabots (wooden shoes) into the machinery to halt production. During labor troubles, French workers, as well as workers in other lands, sometimes resorted to sabotage as a means of enforcing their demands by putting pressures on their employers. In wartime, sabotage by trained agents called saboteurs is a way of damaging production and communications in an enemy country.

If the French workers hadn't had wooden shoes:

Responses:

A. there would have been no other way they could have halted production.

B. they would not have been dissatisfied.

C. sabotage would have some other name.

D. the French would not have won any wars.

Correct Response C

Field-Tested ☐ 1 ☐ 2 ☐ 3

Date: . Validity Check ____(Initials)

Common X

Minimum ______

Item Specification

Content Area: LANGUAGE ARTS

Grade: 9

Strand: 8.0 Literature

Skill Area: 8.1 Literary Interpretation

Skill: 8.7.1 Understanding basic interpretive elements

Performance Indicator: 8.7.1.6 The student will use inferential reasoning to determine the correct response.

Performance Mode: Given a reading selection and four inferred statements, the student will choose the correct response.

Item Stem Characteristics: The item stem will consist of a reading selection and four choices. The student will be directed to choose the correct response.

Distracter Characteristics: The distracters will consist of statements that show incorrect inferential reasoning.

Example:

00. Directions: Choose the correct statement.

Stimulus: (See attached sheet)

Responses: (See attached sheet)

A.

B.

C.

D.

grade 9

MULTIPLE CHOICE ITEMS

Area LANGUAGE ARTS

Performance Indicator 8.7.1.6 Item Number Example

Directions: Choose the correct statement that the passage suggests.

Stimulus: The radio was delivered at the kitchen door the following afternoon, and with the assistance of her maid and the handyman Irene uncrated it and brought it into the living room. She was struck at once with the physical ugliness of the large gumwood cabinet. Irene was proud of her living room. She had chosen its furnishings and colors as carefully as she chose her clothes, and now it seemed to her that the new radio stood among her intimate possessions like an aggressive intruder. She was confounded by the number of dials and switches on the instrument panel, and she studied them thoroughly before she put the plug into a wall socket and turned the radio on.

Responses:

A. Irene was excited by the arrival of her new radio.

B. Irene was very good at matching her furniture.

C. The radio was already starting to disrupt Irene's orderly life.

D. Irene already knew how to operate the radio.

Correct Response C

Field-Tested ☐ 1 ☐ 2 ☐ 3

Date: ______ Validity Check ____(Initials)

9.0 LINGUISTIC COMPONENTS

Item Specification

Common X

Minimum ____

Content Area: LANGUAGE ARTS

Grade: 9

Strand: 9.0 Linguistic Components

Skill Area: 9.3 Pronoun System

Skill: 9.3.1 Using the personal pronoun correctly

Performance Indicator: 9.3.1.1 The student will identify personal pronouns.

Performance Mode: Given four sentences, the student will select the sentence that contains a personal pronoun.

Item Stem Characteristics: The item stem will direct the student to select the sentence that contains a personal pronoun.

Distracter Characteristics: The distracters will consist of sentences that do not contain personal pronouns.

Example:

00. Directions: Select the sentence that contains a personal pronoun.

Stimulus:

Responses:

A. I am hungry.

B. Mary likes to swim.

C. Joe is happy.

D. The dog is asleep.

(A)

PERFORMANCE INDICATOR 9.3.1.1

GRADE 9

GRADES TAUGHT: 8 - 9

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS:
9.3.1.2 - 9.3.1.3 - 9.3.1.4

TEXTBOOK REFERENCES:

Warriner's English Grammar and Composition, Third Course. Warriner and Graham. Harcourt Brace Jovanovich. Heritage Edition.

OTHER RESOURCES:
1. Scholastic Grammar and Composition, Scholastic Magazine, Inc. Book 3.
2. Enjoying English. Wolfe, Delancey, Hamilton, and Howard. Random House, Book 9.
3. San Marcos High School Basic Skills Booklet. Unit 3.0. Basic Skills I.
4. English Workshop. Warriner, Whitten, and Blumenthal. Harcourt Brace Jovanovich, Inc.
5. Modern English in Action. Henry I. Christ. D.C. Heath and Co. Level 9.
6. The English Language. Blumenthal and Zahner. Harcourt, Brace, Jovanovich. Level 9
7. Warriner's English Grammar and Composition, all levels.

SUGGESTIONS FOR IMPLEMENTATION:

1. Students can identify personal pronouns in a given context.

2. Students can use personal pronouns in their own writing.

3. Students can be given sentences with nouns. They can rewrite the sentences using personal pronouns in place of the nouns.

Common X

Minimum ____

Item Specification

Content Area:	LANGUAGE ARTS
Grade:	9
Strand:	9.0 Linguistic Components
Skill Area:	9.3 Pronoun System
Skill:	9.3.1 Using the personal pronoun correctly

Performance Indicator: 9.3.1.2 The student will use proper nominative forms.

Performance Mode: Given a sentence with one word deleted and four choices, the student will select the correct nominative case pronoun to fill in the blank.

Item Stem Characteristics: The item stem will direct the student to select the nominative case pronoun that would make the given sentence correct.

Distracter Characteristics: The distracters will be pronouns that are not the correct nominative form.

Example:

00. Directions: Select the pronoun that correctly completes the sentence.

Stimulus: ______ and Joan went home.

Responses:

A. He

B. Them

C. Me

D. Her

(A)

PERFORMANCE INDICATOR 9.3.1.2

GRADE 9

GRADES TAUGHT: 8 - 10

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS:
9.3.1.1. - 9.3.1.3 - 9.3.1.4

TEXTBOOK REFERENCES:
Warriner's English Grammar and Composition. Third Course. Warriner and Graham. Harcourt, Brace, Jovanovich. Heritage Edition.

OTHER RESOURCES:

1. Scholastic Grammar and Composition. Scholastic Magazine,Inc. Book 3.
2. Enjoying English, Wolfe, Delancey, Hamilton, and Howard. Random Hs.Bk.9
3. San Marcos High School Basic Skills Booklet. Unit 4.0. Basic Skills II.
4. Cornerstone English Skills Workbook. Fawctt and Sandberg. Houghton Mifflin Co.
5. Sentence Improvement. Moore, Houghton Mifflin Company.
6. Mastering Essential English Skills. Reynolds, Steet, Guillery. Laidlaw Brothers.
7. The English Language. Blumenthal and Zahner. Harcourt, Brace, Jovanovich
8. Warriner's English Grammar and Composition. All levels.

SUGGESTIONS FOR IMPLEMENTATION:

Pronoun usage errors occur most frequently with compound subjects. Have students test the pronoun by itself with the verb.

EXAMPLE:

Lois and ______ study.

I study *or* me study.

Lois and I study.

Item Specification

Commom X
Minimum ________

Content Area: LANGUAGE ARTS

Grade: 9

Strand: 9.0 - LINGUISTIC COMPONENTS

Skill Area: 9.3 - Pronoun System

Skill: 9.3.1 - Using the personal pronoun correctly

Performance Indicator: 9.3.1.3 - The student will use proper objective forms.

Performance Mode: Given a sentence with one word deleted and four choices, the student will select the correct objective case pronoun to fill in the blank.

Item Stem Characteristics: The item stem will direct the student to select the objective case pronoun that would make the given sentence correct.

Distracter Characteristics: The distracters will be pronouns that are not the correct objective form.

Example:

00. Directions: Select the pronoun that correctly completes the sentence.

Stimulus: The hot chocolate burned Gail and ___________.

Responses:

A. her

B. I

C. we

D. they

PERFORMANCE INDICATOR 9.3.1.3
GRADE 9

GRADES TAUGHT: 8 - 10

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS:
9.3.1.1 - 9.3.1.2 - 9.3.1.4

TEXTBOOK REFERENCES:

Warriner's English Grammar and Composition. Third Course. Warriner and Graham. Harcourt, Brace, Jovanovich. Heritage Edition.

OTHER RESOURCES:
1. Scholastic Grammar and Composition. Scholastic Magazine, Inc. Book 3.
2. Enjoying English. Wolfe, Delancey, Hamilton, and Howard. Random House. Book 9.
3. San Marcos High School Basic Skills Booklet. Unit 4.0. Basic Skills II.
4. Cornerstone English Skills Workbook. Fawcett and Sandberg. Houghton Mifflin Co.
5. Sentence Improvement. Moore. Houghton Mifflin Company.
6. Mastering Essential English Skills. Reynolds, Steet, Guillery, Laidlaw Brothers.
7. The English Language. Biumenthaland Zahner. Harcourt, Brace, Jovanovich.
8. Warriner's English Grammar and Composition. All levels.

SUGGESTIONS FOR IMPLEMENTATION:

Most errors in the use of the objective case occur when the object is compound. To avoid these errors, try each pronoun separately with the verb.

EXAMPLE:

The Mayor met Tom and __________.

The Mayor met her or the Mayor met she.

The Mayor met Tom and her.

PERFORMANCE INDICATOR 9.3.1.4
GRADE 9

GRADES TAUGHT: 8 - 10

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS:

9.3.1.1 - 9.3.1.3 - 9.3.1.2

TEXTBOOK REFERENCES:

Warriner's English Grammar and Composition. Third Course. Warriner and Graham. Harcourt Brace Jovanovich. Heritage Edition.

1. Scholastic Grammar and Composition. Scholastic Magazine, Inc. Book 3.
OTHER RESOURCES: 2. Enjoying English. Wolfe, Delancey, Hamilton, & Howard. Random House. Bk.9
3. San Marcos High School Basic Skills Booklet. Unit 4.0. Basic Skills II.
4. Cornerstone English Skills Workbook. Fawcett and Sandberg. Houghton Mifflin Co.
5. Sentence Improvement. Moore. Houghton Mifflin Company.
6. Mastering Essential English Skills. Reynolds, Steet, Guillery. Laidlaw Brothers.
7. The English Language. Blumenthal and Zahner. Harcourt Brace Jovanovich
8. Warriner's English Grammar and Composition. All levels.

SUGGESTIONS FOR IMPLEMENTATION:

The most common errors with possessive pronouns are made with these two words: "its" and "whose."

Remind students that "it's" and "who's" are contractions and not possessive pronouns.

Item Specification

Commom X

Minimum ________

Content Area: LANGUAGE ARTS

Grade: 9

Strand: 9.0 LINGUISTIC COMPONENTS

Skill Area: 9.3 Pronoun System

Skill: 9.3.1 Using the personal pronoun correctly

Performance Indicator: 9.3.1.4 The student will use proper possessive forms.

Performance Mode: Given four sentences, the student will select the sentence that contains a possessive pronoun.

Item Stem Characteristics: The item stem will direct the student to select the sentence that contains a possessive pronoun.

Distracter Characteristics: The distracters will be sentences that contain pronouns other than possessive pronouns.

Example:

00. Directions: Select the sentence that contains a possessive pronoun.

Stimulus:

Responses:

A. That is his book.

B. She went home.

C. I like ice cream.

D. Look at her.

(A)

Item Specification

Common X

Minimum ______

Content Area: LANGUAGE ARTS

Grade: 9

Strand: 9.0 LINGUISTIC COMPONENTS

Skill Area: 9.5 Basic Sentence Structures

Skill: 9.5.5 Techniques of combining two basic sentences through coordination

Performance Indicator: 9.5.5.2 The student will write basic sentences with compound elements

Performance Mode: Combined with 9.5.5.3

Item Stem Characteristics:

Distracter Characteristics:

Example:

00. Directions:

Stimulus:

Responses:

A.

B.

C.

D.

PERFORMANCE INDICATOR 9.5.5.2
GRADE 9

GRADES TAUGHT: 9

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: 6.2.1.9

TEXTBOOK REFERENCES:

Warriner's English Grammar and Composition. Third Course. Warriner and Graham. Harcourt Brace Jovanovich. Heritage Edition.

OTHER RESOURCES:
1. San Marcos High School Basic Skills Booklets. Unit 2.0 Basic Skills II.
2. Building English Skills. McDougal, Littell, & Company. Blue level.
3. The English Language. Blumenthal and Zahner. Harcourt, Brace & World, Inc. Level 9.
4. Modern English in Action. Henry I. Christ. D.C. Heath and Co. Level 9.
5. Mastering Essential English Skills. Reynolds, Steet, and Guillory. Laidlaw Brothers.
6. Cornerstone English Skills Workbook. Fawcett and Sandberg. Houghton Mifflin Co.
7. Warriner's English Grammar and Composition. Other levels.

SUGGESTIONS FOR IMPLEMENTATION:

1. Students should be given a lot of practice exercises that stress the following two rules:
   (1) Use a semicolon between independent clauses in a sentence if they are NOT joined by "and," "but," "or," "nor," "for," "yet."
   (2) Use a semicolon between independent clauses joined by such words as "for example," "therefore," "however," etc. These transitional expressions are preceded by a semicolon and followed by a comma.

2. Give students compound sentences without punctuation and have them punctuate properly. Then give students two sentences and have them combine and punctuate properly in at least two different ways.

3. See 6.2.1.9 for more information.

Item Specification

Common X

Minimum ____

Content Area: LANGUAGE ARTS

Grade: 9

Strand: 9.0 LINGUISTIC COMPONENTS

Skill Area: 9.5 Basic Sentence Structures

Skill: 9.5.5 Techniques of combining two basic sentences through coordination

Performance Indicator: 9.5.5.3 The student will join two sentences using a semicolon and an adverbial connector

Performance Mode: (Combined with 9.5.5.2) Given four sentences, the student will select the sentence that combines two sentences correctly.

Item Stem Characteristics: The item stem will direct the student to select the sentence that combines two sentences correctly.

Distracter Characteristics: The distracters will be sentences that do not combine two sentences correctly.

Example:

00. Directions: Select the sentence that correctly combines two sentences.

Stimulus:

Responses:

A. I walked to school; and I walked home.

B. She lost the dog; she cried.

C. She was cold, however; she stayed.

D. She hates spinach; but she ate it.

(B)

PERFORMANCE INDICATOR 9.5.5.3
GRADE 9

GRADES TAUGHT: 9

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: 6.2.1.9

TEXTBOOK REFERENCES:

Warriner's English Grammar and Composition. Third Course. Warriner and Graham. Harcourt Brace Jovanovich. Heritage Edition.

OTHER RESOURCES:

1. San Marcos High School Basic Skills Booklets. Unit 2.0 Basic Skills II.
2. Building English Skills. McDougal, Littell, & Co. Blue level.
3. The English Language. Blumenthal & Zahner. Harcourt, Brace & World, Inc. Level 9.
4. Modern English in Action. Henry I. Christ. D. C. Heath & Co. Level 9
5. Mastering Essential English Skills. Reynolds, Steet, and Guillory. Laidlaw Bros.
6. Cornerstone English Skills Workbook. Fawcett & Sandberg. Houghton Mifflin Co.
7. Warriner's English Grammar and Composition. Other levels.

SUGGESTIONS FOR IMPLEMENTATION:

1. Students should be given a lot of practice exercises that stress the following two rules:
   (1) Use a semicolon between independent clauses in a sentence if they are NOT joined by "and," "but," "or," "nor," "for," "yet."
   (2) Use a semicolon between independent clauses joined by such words as "for example," "therefore," "however," etc. These transitional expressions are preceded by a semicolon and followed by a comma.

2. Give students compound sentences without punctuation and have them punctuate properly. Then give students two sentences and have them combine and punctuate properly in at least two different ways.

3. See 6.2.1.9 for more information.

Item Specification

Common x

Minimum ____

Content Area: LANGUAGE ARTS

Grade: 9

Strand: 9.0 LINGUISTIC COMPONENETS

Skill Area: 9.6 Usage

Skill: 9.6.1 Making the subject and verb agree

Performance Indicator: 9.6.1.3 The student will make noun subjects and verbs agree in inverted sentences.

Performance Mode: Given four sentences in inverted order, the student will select the sentence that does NOT have subject and verb agreement.

Item Stem Characteristics: The item stem will direct the student to select the sentence that does NOT have subject and verb agreement.

Distracter Characteristics: The distracters will be inverted sentences that do have subject and verb agreement.

Example:

00. Directions: Select the sentence that does NOT have agreement between subject and verb.

Stimulus:

Responses:

A. Who are you?

B. Dark is the night.

C. Green is the apples.

D. Has the train arrived?

(C)

PERFORMANCE INDICATOR 9.6.1.3

GRADE 9

GRADES TAUGHT: 9

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: NONE

TEXTBOOK REFERENCES:

Warriner's English Grammar and Composition. Third Course. Warriner and Graham Harcourt Brace Jovanovich. Heritage Edition.

OTHER RESOURCES:

1. Building English Skills. McDougal, Littell & Company. Blue level.
2. Modern English in Action. Henry I. Christ. D. C. Heath and Co. Level 9.
3. The English Language. Blumenthal & Zahner. Harcourt, Brace & World, Inc. Book 9.
4. English Workshop. Warriner, Whitten, and Blumenthal. Harcourt, Brace, Jovanovich. Third Course.
5. Warriner's English Grammar and Composition. Other levels.

SUGGESTIONS FOR IMPLEMENTATION:

This is one of the most difficult agreement problems. The student must determine the subject of the sentence first.

Item Specification

Common X

Minimum ______

Content Area: LANGUAGE ARTS

Grade: 9

Strand: 9.0 LINGUISTIC COMPONENTS

Skill Area: 9.6 Usage

Skill: 9.6.1 Making the subject and verb agree

Performance Indicator: 9.6.1.4 The student will make collective noun subjects and verbs agree.

Performance Mode: Given four sentences with collective noun subjects, the student will select the sentence in which the subject and verb do NOT agree.

Item Stem Characteristics: The item stem will direct the student to select the sentence in which the subject and verb do NOT agree.

Distracter Characteristics: The distracters will be sentences in which the subject and verb do agree.

Example:

00. Directions: Select the sentence in which the subject and verb do NOT agree.

Stimulus:

Responses:

A. The jury was arguing among themselves.
B. The committee works very hard.
C. The team is a winner.
D. The class took a field trip.

(A)

PERFORMANCE INDICATOR 9.6.1.4
GRADE 9

GRADES TAUGHT: 9

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: NONE

TEXTBOOK REFERENCES:
Warriner's English Grammar and Composition. Third Course. Warriner and Graham. Harcourt Brace Jovanovich. Heritage Edition.

OTHER RESOURCES:
1. Building English Skills. McDougal, Littell & Company. Blue Level.
2. Modern English in Action. Henry I. Christ. D. C. Heath and Company. Level 9.
3. The English Language. Blumenthal & Zahner. Harcourt, Brace & World, Inc. Book 9.
4. English Workshop. Warriner, Whitten, and Blumenthal. Harcourt Brace Jovanovich. Third Course.
5. Warriner's English Grammar and Composition. Other levels.

SUGGESTIONS FOR IMPLEMENTATION:

1. Collective nouns may be either singular or plural depending on how they are used in the sentence.

2. Be sure that pronouns referring to the collective noun have the same number as the noun.

Item Specification

Commom_________

Minimum__x____

Content Area: LANGUAGE ARTS

Grade: 9

Strand: 9.0 LINGUISTIC COMPONENTS

Skill Area: 9.6 Usage

Skill: 9.6.2 Making the pronoun and antecedent agree

Performance Indicator: 9.6.2.1 The student will make personal pronouns and antecedents agree in selected sentences.

Performance Mode: Given four sentences with pronouns and antecedents, the student will select the sentence in which the pronoun and antecedent do NOT agree.

Item Stem Characteristics: The item stem will direct the student to select the sentence in which the pronoun and antecedent do not agree.

Distracter Characteristics: The distracters will be sentences in which the pronouns and antecedent do agree.

Example:

00. Directions: Select the sentence in which the pronoun and its antecedent do NOT agree.

Stimulus:

Responses:

A. The dog buried its bone.

B. The girl brought her dress.

C. The man ate his dinner.

D. The lady loved its children.

(D)

PERFORMANCE INDICATOR 9.6.2.1
GRADE 9

GRADES TAUGHT: 8 - 9

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS:

9.3.1.1, 9.3.1.2, 9.3.1.3, 9.3.1.4

TEXTBOOK REFERENCES:

Warriner's English Grammar and Composition. Third Course. Warriner and Graham. Harcourt Brace Jovanovich. Heritage Edition.

OTHER RESOURCES:
1. Scholastic Grammar and Composition. Scholastic Magazine, Inc. Bk.2.
2. Enjoying English. Wolfe, Delancey, Hamilton, and Howard. Random House. Book 9.
3. San Marcos High School Basic Skills Booklets. Unit 3.0 Basic Skills II.
4. English Workshop. Warriner, Whitten, and Blumenthal. Harcourt Brace Jovanovich, Inc.
5. Cornerstone English Skills Workbook. Fawcett and Sandberg. Houghton Mifflin Co.
6. Sentence Improvement. Malcolm Moore. Houghton Mifflin Company.
7. Mastering Essential English Skills. Reynolds, Steet, and Guillory. Laidlaw Brothers.
8. Warriner's English Grammar and Composition. Other levels.

SUGGESTIONS FOR IMPLEMENTATION:

Students can be given sentences with a pronoun deleted. The student must find the antecedent for each blank in the sentence, then write a pronoun that will agree with its antecedent.

Common__________

Minimum___x___

Item Specification

Content Area: LANGUAGE ARTS

Grade: 9

Strand: 9.0 - LINGUISTIC COMPONENTS

Skill Area: 9.6 - Usage

Skill: 9.6.4 - Forming possessives

Performance Indicator: 9.6.4.1 - The student will form the possessive form of singular and plural nouns.

Performance Mode: Given a sentence with a noun deleted, the student will select the correct possessive case of the word from four choices.

Item Stem Characteristics: The item stem will direct the student to select the correct possessive form of the deleted noun.

Distracter Characteristics: The distracters will be incorrect forms.

Example:

00. Directions: Select the word with the correct possessive form to fill in the blank.

Stimulus: This is _________ desk.

Responses:

A. Mary's

B. Marys'

C. Marys

D. Maryes

Correct Response (A)

PERFORMANCE INDICATOR 9.6.4.1

GRADE 9

GRADES TAUGHT: 6 - 9

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: 6.2.1.8

TEXTBOOK REFERENCES:

Warriner's English Grammar and Composition. Third Course. Warriner and Graham. Harcourt Brace Jovanovich. Heritage Edition.

OTHER RESOURCES:

1. Building English Skills. McDougal, Littell & Company. Blue Level.
2. English Workshop. Warriner, Whitten, and Blumenthal. Harcourt Brace Jovanovich. Third Course.
3. The English Language. Blumenthal and Zahner. Harcourt Brace Jovanovich. Book 9.
4. Modern English in Action. Henry I. Christ. D. C. Heath and Company. Level 9.

SUGGESTIONS FOR IMPLEMENTATION:

Students will need a lot of practice in forming the possessive case of nouns.

1) Students can be given singular and plural nouns. They should write the plural form and use it correctly in a sentence.

2) Remind students that when forming the possessive case of a plural noun not ending in "s," they should add an apostrophe and an "s."

Common ____________

Item Specification

Minimum __x______

Content Area: LANGUAGE ARTS

Grade: 9

Strand: 9.0 - LINGUISTIC COMPONENTS

Skill Area: 9.6 - Usage

Skill: 9.6.4 - Forming possessives

Performance Indicator: 9.6.4.2 - The student will form the possessive of indefinite pronouns.

Performance Mode: Given a sentence with an indefinite pronoun deleted, the student will select the correct possessive case of the word from four choices.

Item Stem Characteristics: The item stem will direct the student to select the correct possessive form of the deleted pronouns.

Distracter Characteristics: The distracters will be incorrect forms.

Example:

00. Directions: Select the word with the correct possessive form to fill in the blank.

Stimulus: This is _______________ desk.

Responses:

A. someones'

B. someones

C. someone's

D. someones's

Correct Response (C)

PERFORMANCE INDICATOR 9.6.4.2

GRADE 9

GRADES TAUGHT: 6 - 9

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: 6.2.1.8

TEXTBOOK REFERENCES:

Warriner's English Grammar and Composition. Third Course. Warriner and Graham. Harcourt Brace Jovanovich. Heritage Edition.

OTHER RESOURCES:

1. Building English Skills. McDougal, Littell & Company. Blue Level.
2. English Workshop. Warriner, Whitten, and Blumenthal. Harcourt Brace Jovanovich. Third Course.
3. The English Language. Blumenthal and Zahner. Harcourt Brace Jovanovich. Book 9.
4. Modern English in Action. Henry I. Christ. D. C. Heath and Company. Level 9.

SUGGESTIONS FOR IMPLEMENTATION:

Indefinite pronouns in the possessive case require an apostrophe and "s."

Remind students that possessive personal pronouns do not require an apostrophe.

TENTH GRADE

GRADE 10

STRAND: WORD ANALYSIS 2.0 *Denotes Minimum

GOAL: To develop word attack, spelling, and vocabulary skills

SKILL AREA	SKILL	PERFORMANCE INDICATOR
2.1 Spelling	2.1.2 Memorizing basic word lists	*2.1.2.1 The student will correctly spell words from basic lists.
		2.1.2.2 The student will spell and use correctly words from basic lists in context.
2.2 Vocabulary	2.2.2 Memorizing basic vocabulary	*2.2.2.1 The student will correctly identify the meaning of words from basic lists.
		*2.2.2.2 The student will correctly use words from basic lists in context.
		2.2.2.3 The student will correctly identify the meaning of or synonym of words from basic lists.
	2.2.3 Analyzing word parts	2.2.3.2 The student will memorize an expanded list of Greek and Latin roots and affixes.
		2.2.3.3 The student will use this expanded list of Greek and Latin roots and affixes in analyzing a list of words.
		2.2 3.4 The student will use this expanded list of Greek and Latin roots and affixes in analyzing words in context.
	2.2.4 Developing word meanings	*2.2.4.1 The student will identify antonyms for a given list of words.
		*2.2.4.2 The student will identify synonyms for a given list of words.
	2.2.5 Learning the techniques of contextual analysis	2.2.5.1 The student will use the techniques of contextual analysis to get the meaning of words in sentences.

GRADE 10

STRAND: WORD ANALYSIS

*Denotes Minimum

GOAL:

SKILL AREA	SKILL	PERFORMANCE INDICATOR
2.2 Vocabulary	2.2.6 Using word analogies to develop vocabulary	2.2.6.3 The student will state in sentence form the relationships and analogies of sets of words.

GRADE 10

STRAND: OBTAINING INFORMATION 3.0 *Denotes Minimum

GOAL: To develop locational skills

SKILL AREA	SKILL	PERFORMANCE INDICATOR
3.3 Library	3.3.1 Understanding and using the library	3.3.1.5 The student will select appropriate materials for a data gathering project.

GRADE 10

STRAND: LISTENING 5.0 *Denotes Minimum

GOAL: To develop listening skills in oral communication

SKILL AREA	SKILL	PERFORMANCE INDICATOR
5.1 Listening	5.1.3 Understanding and responding to fact vs. opinion	5.1.3.4 The student will learn the basic propaganda devices.

GRADE 10

STRAND: WRITTEN EXPRESSION 6.0 *Denotes Minimum

GOAL: To develop skills of word choice, clarity, form, mechanics, and organization in written communications

SKILL AREA	SKILL	PERFORMANCE INDICATOR
6.3 The paragraph	6.3.2 Writing various types of paragraphs	6.3.2.4 The student will write a persuasive paragraph.
	6.3.3 Effective paragraphs	6.3.3.1 The student will write paragraphs that have unity.
		6.3.3.2 The student will write paragraphs that have distinct order.
		6.3.3.3 The student will write paragraphs that have coherency.
	6.3.4 Ways of development	6.3.4.4 The student will develop a paragraph by reason.
6.4 Multi-paragraph composition	6.4.1 Understanding the structure	6.4.1.1 The student will prepare an outline for a composition.
		*6.4.1.2 The student will write a multi-paragraph composition.
6.5 Practical Writing	6.5.2 Understanding and completing forms	*6.5.2.1 The student will fill out a job application.
	6.5.4 Advanced writing	6.5.4.2 The student will write a term/research paper.

GRADE 10

STRAND: SPEAKING 7.0 *Denotes Minimum

GOAL: To develop skills of speaking in informal and formal communications

SKILL AREA	SKILL	PERFORMANCE INDICATOR
7.1 Mechanics of speaking	7.1.1 Understanding the mechanics of speech	7.1.1.1 The student will practice clear, audible, and appropriate speech.
7.2 Verbal communications	7.2.2 Speaking for a variety of audiences and purposes	7.2.2.3 The student will present and exchange ideas in a discussion.
	7.2.3 Organizing ideas for formal presentation	7.2.3.1 The student will select appropriate speech topics for informing and demonstrating.
		7.2.3.2 The student will use correct outlining procedures for formal speeches.
	7.2.4 Presenting speeches	7.2.4.1 The student will present a speech to inform, to demonstrate, or to persuade.

GRADE 10

STRAND: LITERATURE 8.0 *Denotes Minimum

GOAL: To develop an understanding and appreciation of various literary genre

SKILL AREA	SKILL	PERFORMANCE INDICATOR
8.5 Poetry	8.5.4 Interpreting poetry	8.5.4.3 The student will recognize the main idea.
8.7 Literary Interpretation	8.7.1 Understanding basic interpretive elements	*8.7.1.1 The student will identify specific denotative elements of literary passages.
		*8.7.1.2 The student will recognize correct order of action in a literary passage.
		*8.7.1.3 The student will choose the summarizing statement that best reflects the central concept of a literary passage.
		*8.7.1.4 The student will choose the correct statement of cause and effect relationships of a literary passage.
		8.7.1.5 The student will demonstrate the ability to draw conclusions.
		8.7.1.6 The student will use inferential reasoning to determine the correct response.

GRADE 10

STRAND: LINGUISTIC COMPONENTS 9.0 *Denotes Minimum

GOAL: The student will systematically learn and utilize the components of English

SKILL AREA	SKILL	PERFORMANCE INDICATOR
9.3 Pronoun System	9.3.1 Using the personal pronoun correctly	*9.3.1.2 The student will use proper nominative forms.
		*9.3.1.3 The student will use proper objective forms.
		*9.3.1.4 The student will use proper possessive forms.
	9.3.2 Using the relative pronoun correctly	9.3.2.1 The student will use proper nominative forms.
		9.3.2.2 The student will use proper objective forms.
		9.3.2.3 The student will use proper possessive forms.
9.5 Basic Sentence Structures	9.5.6 Techniques of combining two sentences through subordination	9.5.6.1 The student will join two sentences by reducing one sentence to an adverb clause.
		9.5.6.2 The student will join two sentences by reducing one sentence to an adjective clause.
9.6 Usage	9.6.1 Making the subject and verb agree	9.6.1.5 The student will make relative pronoun subjects and verbs agree.
		9.6.1.6 The student will make indefinite pronoun subjects and verbs agree.
	9.6.2 Making the pronoun and antecedent agree	9.6.2.2 The student will make relative pronouns and antecedents agree in selected sentences.

2.0 WORD ANALYSIS

Common ____________

Item Specification

Minimum ____X____

Content Area: LANGUAGE ARTS

Grade: 10

Strand: 2.0 - WORD ANALYSIS

Skill Area: 2.1 - Spelling

Skill: 2.1.2 - Memorizing basic word lists.

Performance Indicator: 2.1.2.1 - The student will correctly spell words from basic lists.

Performance Mode: Given four words from a basic list, the student will select the misspelled word.

Item Stem Characteristics: The item stem will direct the student to select the misspelled word.

Distracter Characteristics: The distracters will be correctly spelled words from a selected list.

Example:

00. Directions: Select the misspelled word.

Stimulus:

Responses:

A. buoyant

B. apparatus

C. persistant

D. periodical

Correct Response: C

SPELLING LIST - GRADE 10 - MINIMUMS

Lesson 1

1. nuisance
2. piece
3. babysitter
4. adequate
5. diploma
6. attorney
7. biscuit
8. intentionally
9. typist
10. carburetor

Lesson 2

1. relieve
2. quietly
3. audience
4. unanimous
5. mileage
6. vacancy
7. specific
8. periodical
9. muscle
10. label

Lesson 3

1. lawyer
2. doctor
3. mischief
4. accustom
5. prominent
6. agreeable
7. matinee
8. application
9. deduction
10. attendant

Lesson 4

1. parliament
2. morale
3. prompt
4. absurd
5. sympathetic
6. persistent
7. precede
8. questionnaire
9. apparatus
10. eclipse

Lesson 5

1. condemned
2. buoyant
3. orchestra
4. hypocrite
5. magnificent
6. obedience
7. counsel
8. outrageous
9. ancestry
10. curriculum

Lesson 6

1. prejudice
2. forfeit
3. corporation
4. appointment
5. democracy
6. ambassador
7. socialism
8. employee
9. employer
10. employment

Lesson 7

1. marvelous
2. abundance
3. necessarily
4. conceive
5. vicinity
6. obstacle
7. mortgage
8. bureau
9. counselor
10. variety

Lesson 8

1. confidential
2. equivalent
3. miniature
4. council
5. muscular
6. civilize
7. tendency
8. mysterious
9. vague
10. angel

Lesson 9

1. juvenile
2. divorce
3. budget
4. region
5. judgment
6. conference
7. ankle
8. eliminate
9. tough
10. appetite

Lesson 10

1. applicant
2. congressional
3. explanation
4. recognition
5. lecture
6. techique
7. arithmetic
8. soldier
9. colonel
10. enthusiastically

Lesson 11

1. circumstance
2. allowance
3. substitute
4. lieutenant
5. applause
6. competent
7. boundary
8. propaganda
9. politician
10. collar

Lesson 12

1. genuine
2. instance
3. tremendous
4. pledge
5. competition
6. advantageous
7. technical
8. bouquet
9. primitive
10. artery

Lesson 13

1. ambulance
2. moral
3. boulevard
4. surgery
5. authorities
6. auditorium
7. summarize
8. accumulate
9. capitalization
10. juror

Lesson 14

1. intermission
2. essay
3. composition
4. receipt
5. grievance
6. chauffeur
7. mischievous
8. adversary
9. adolescent
10. operator

Lesson 15

1. collision
2. campaign
3. debt
4. diameter
5. balance
6. morgue
7. circumference
8. maneuver
9. maintenance
10. computer

PERFORMANCE INDICATOR 2.1.2.1

GRADE 10

GRADES TAUGHT: 1 - 10

CROSS REFERENCES TO OTHER PERFORMCE INDICATORS: 2.1.2.2

TEXTBOOK REFERENCES:

Warriner's English Grammar and Composition. Fourth Course. Harcourt Brace Jovanovich, Inc.

OTHER RESOURCES:

TENTH GRADE SPELLING LIST INCLUDED ON NEXT SHEET.

SUGGESTIONS FOR IMPLEMENTATION:

1. Select specific number of words to test per week. (ex. 20)
2. Pretest (Mon.) Study (Tues. - Thurs.) Post Test (Fri.)
3. Typical Guide for Students.
    a. Look at word carefully
    b. Say word softly
    c. Listen to the sound of the word
    d. Discover whether the word is spelled the way it sounds
    e. Say word in sentence
    f. Say letters softly
    g. Close your eyes and say the letters
    h. Write the word, saying the letters as you write
    i. Draw a line under the part of word that is hard for you
    j. Write the word without looking at your copy
    k. Check with your copy to see if you have the word right

Item Specification

Common X

Minimum

Content Area: LANGUAGE ARTS

Grade: 10

Strand: 2.0 WORD ANALYSIS

Skill Area: 2.1 Spelling

Skill: 2.1.2 Memorizing basic word lists

Performance Indicator: 2.1.2.2 The student will spell and use correctly words from basic lists in context.

Performance Mode: Given four sentences, the student will select the sentence which contains a misspelled word or a word used incorrectly.

Item Stem Characteristics: The item stem will direct the student to select the misspelled or incorrectly used word.

Distracter Characteristics: The distracters will be spelled or used correctly.

Example:

00. Directions: Select the sentence containing the misspelled word or a word used incorrectly.

Stimulus:

Responses:

A. That report is confidential to the public.

B. The inocence was determined by the jury.

C. The mischievous boy got into trouble.

D. The game was played in the gymnasium.

(B)

PERFORMANCE INDICATOR 2.1.2.2

GRADE 10

GRADES TAUGHT: 3 - 10

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: 2.1.2.1

TEXTBOOK REFERENCES:

Warriner's English and Composition. Fourth Course.

OTHER RESOURCES:

Refer to Tenth Grade Spelling List

SUGGESTIONS FOR IMPLEMENTATION:

1. Use dictionaries to define words
2. Use all words in context. Write original sentences.
3. Cloze type sentences.
   Write four sentences leaving a blank for the spelling word in each sentence. Write two words under each blank -- one is the spelling word and the other word is a word like it in the beginning and end if possible, and of about the same length.
4. Write an original paragraph using spelling words spelled both correctly and incorrectly. Have student correct any errors.
5. Dictate sentences for students to write, using spelling words in context.

Common ________
Minimum __X__

Item Specification

Content Area: LANGUAGE ARTS

Grade: 10

Strand: 2.0 WORD ANALYSIS

Skill Area: 2.2 Vocabulary

Skill: 2.2.2 Memorizing basic vocabulary

Performance Indicator: 2.2.2.1 The student will correctly identify the meanings of words from basic lists.

Performance Mode: Given a word in context from the basic vocabulary list, the student will select the correct meaning from four choices.

Item Stem Characteristics: The item stem will direct the student to select the correct meaning.

Distracter Characteristics: The distracters will not be the correct meanings.

Example:

00. Directions: Choose the correct meaning of the underlined word.

Stimulus: the brunt of the attack

Responses:

A. the weakest part

B. the outermost boundaries

C. the main force of

D. the hopeful end of

Correct Response: C

GRADE TEN VOCABULARY: PART ONE

LESSON ONE
1. accentuate
2. chronic
3. communicable
4. compulsion
5. disconcert
6. dispel
7. feasible
8. ficititious
9. idiom
10. illogical

LESSON TWO
11. annul
12. anonymous
13. conclusive
14. convalescent
15. displacement
16. dogged
17. foible
18. frivolous
19. impertinent
20. incite

LESSON THREE
21. auditory
22. bane
23. courier
24. crucial
25. dupe
26. dynamic
27. eccentric
28. furtive
29. gala
30. inert

LESSON FOUR
31. adept
32. futile
33. grotesque
34. intolerable
35. boisterous
36. contemptible
37. deficient
38. hoax
39. hydraulic
40. liability

LESSON FIVE
41. atrocious
42. induce
43. cynical
44. eradicate
45. designate
46. exuberant
47. benefactor
48. invertebrate
49. artisan
50. bereaved

LESSON SIX
51. frugal
52. enunciate
53. hypocrite
54. ethical
55. cumulative
56. eloquent
57. inquisitive
58. carnivorous
59. dignitary
60. enlighten

LESSON SEVEN
61. benevolent
62. inevitable
63. annihilate
64. invincible
65. demented
66. enumerate
67. deteriorate
68. impartial
69. exasperate
70. intolerable

LESSON EIGHT
71. economize
72. demoralize
73. germinate
74. incriminate
75. jargon
76. illustrious
77. heritage
78. flaunt
79. incision
80. humdrum

LESSON NINE
81. embellish
82. devastate
83. legacy
84. debutante
85. inaccessible
86. canine
87. havoc
88. infatuate
89. frustrate
90. invigorating

LESSON TEN
91. malady
92. negotiate
93. radical
94. plausible
95. silhouette
96. residue
97. transpose
98. spontaneous
99. prestige
100. ultimate

LESSON ELEVEN
101. passive
102. manipulate
103. scrutinize
104. renovate
105. superimpose
106. vertebrate
107. ravenous
108. stimulate
109. stupefy
110. temperance

LESSON TWELVE
111. mediocre
112. reputable
113. thermal
114. saturate
115. sterile
116. prevalent
117. vigilant
118. reconcile
119. somber
120. rhapsody

LESSON THIRTEEN
121. tabulate
122. opaque
123. subside
124. uncouth
125. monologue
126. tolerable
127. synthetic
128. parochial
129. suave
130. waif

LESSON FOURTEEN
131. tantalize
132. rehabilitate
133. precinct
134. mutation
135. obnoxious
136. perception
137. variable
138. soluble
139. pertinent
140. provincial

LESSON FIFTEEN
141. piteous
142. rational
143. pulverize
144. reimburse
145. nucleus
146. reinstate
147. strata
148. urban
149. obituary
150. prelude

PERFORMANCE INDICATOR 2.2.2.1

GRADE 10

GRADES TAUGHT: 1 - 10

CROSS REFERENCES TO OTHE PERFORMANCE INDICATORS: 2.2.2.2

TEXTBOOK REFERENCES:

Warriner's English Grammar and Composition. Fourth Course.

OTHER RESOURCES:

Tenth Grade
Vocabulary List included on next sheet

SUGGESTIONS FOR IMPLEMENTATION:

1. Select a specific number of words to study per week.
2. Create vocabulary section in notebook. Write word. Define. Use word in context.
3. Give help in understanding and using figures of speech, in using adjectives and adverbs effectively, and in seeing the relation to meaning.
4. Review vocabulary lists occasionally, and use words in writing as often as possible to make them permanent part of vocabulary.

Common ________
Minimum X

Item Specification

Content Area: LANGUAGE ARTS

Grade: 10

Strand: 2.0 WORD ANALYSIS

Skill Area: 2.2 Vocabulary

Skill: 2.2.2 Memorizing basic vocabulary

Performance Indicator: 2.2.2.2 The student will correctly use words from basic lists in context.

Performance Mode: Given four sentences with one word underlined in each, the student will select the sentence in which the underlined word is not used correctly.

Item Stem Characteristics: The item stem will direct the student to select the sentence in which the underlined word is not used correctly.

Distracter Characteristics: The distracters will be sentences in which the underlined word is used correctly.

Example:

00. Directions: Select the sentence with the underlined word used incorrectly.

Stimulus: None

Responses:

A. The material was so porous it would not hold water.

B. Because he was so extravagant, he was able to save most of his money.

C. He made a deliberate attempt to wreck the car.

D. We enjoyed the festive occasion.

Correct Response: B 10-19

PERFORMANCE INDICATOR 2.2.2.2

GRADE 10

GRADES TAUGHT: 1 - 10

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: 2.2.2.1

TEXTBOOK REFERENCES:

Warriner's English and Composition. Fourth Course.

OTHER RESOURCES:

Refer to Tenth Grade Vocabulary List

SUGGESTIONS FOR IMPLEMENTATION:

1. Create paragraphs using vocabulary words in context. Exchange paragraphs and have students determine the meaning of the vocabulary words.
2. Create sentences using vocabulary words, both correctly and incorrectly. Have students determine if the words are used correctly.
3. Keep reviewing previous vocabulary words and remember to include them with the words currently being studied.

Common ____X____
Minimum ________

Item Specification

Content Area: LANGUAGE ARTS

Grade: 10

Strand: 2.0 Word Analysis

Skill Area: 2.2 Vocabulary

Skill: 2.2.2 Developing word meanings

Performance Indicator: 2.2.2.3 The student will correctly identify the meaning of or synonym of words from basic lists.

Performance Mode: Given a word in context from a given list of words, the student will select the correct synonym or meaning from four choices for the underlined word.

Item Stem Characteristics: The item stem will direct the student to select the correct meaning or synonym from four choices for the underlined word.

Distracter Characteristics: The distracters will be words or word groups which are not synonyms or meanings of the underlined words.

Example:

00. Directions: Choose the word or word group that means the same as or is a synonym of the underlined word.

Stimulus: Only one component

Responses:

A. totality

B. element

C. useless thing

D. enemy

GRADE TEN VOCABULARY: PART TWO

LESSON SIXTEEN

151. affront
152. colleague
153. dilemma
154. discretion
155. fallacy
156. illegitimate
157. immeasurable
158. feign
159. diligent
160. clientele

LESSON SEVENTEEN

161. comparative
162. allure
163. compile
164. finale
165. disintegrate
166. immature
167. flange
168. impeach
169. focal
170. concept

LESSON EIGHTEEN

171. complement
172. allay
173. animation
174. imperative
175. folio
176. dispensary
177. disillusion
178. dispense
179. component
180. confound

LESSON NINETEEN

181. apex
182. appropriation
183. consultant
184. dissect
185. disreputable
186. imperial
187. impersonal
188. foreshorten
189. disuse
190. appalling

LESSON TWENTY

191. contraband
192. ardor
193. diverse
194. conveyance
195. assess
196. dominant
197. convulsion
198. formulate
199. impoverish
200. forum

LESSON TWENTY-ONE

201. impregnate
202. incandescent
203. frontage
204. inclination
205. froth
206. dormant
207. inclusive
208. dote
209. dregs
210. aura

LESSON TWENTY-TWO

211. coroner
212. automation
213. incorporate
214. inclination
215. cosmic
216. axiom
217. credentials
218. duct
219. indisposed
220. banter

LESSON TWENTY-THREE

221. cryptic
222. elongate
223. emancipate
224. curtail
225. bedlam
226. emboss
227. gender
228. genteel
229. inducement
230. infidel

LESSON TWENTY-FOUR

231. intuition
232. enhance
233. callous
234. carat
235. exploit
236. liquidate
237. perseverance
238. symmetry
239. reverie
240. pessimistic

LESSON TWENTY-FIVE

241. marital
242. pigment
243. tangent
244. ritual
245. rupture
246. pliable
247. predominant
248. premature
249. maternal
250. morbid

LESSON TWENTY-SIX

251. naive
252. proficient
253. scavenger
254. tributary
255. tumult
256. secluded
257. providence
258. prudent
259. nonchalant
260. notary

LESSON TWENTY-SEVEN

261. putrid
262. oblivion
263. quandary
264. segregate
265. ultimatum
266. unkempt
267. skeptical
268. solvent
269. vitality
270. stability

LESSON TWENTY-EIGHT

271. radiate
272. paternal
273. patronize
274. pensive
275. ratify
276. vigil
277. panorama
278. ordinance
279. simultaneous
280. stagnant

LESSON TWENTY-NINE

281. whet
282. stigma
283. rectify
284. recuperate
285. stolid
286. remittance
287. strewn
288. wend
289. stupor
290. rend

LESSON THIRTY

291. rebuff
292. spinster
293. visualize
294. sorority
295. sodden
296. unerring
297. segment
298. profess
299. transfusion
300. mystical

Common X

Minimum ____

Item Specification

Content Area: LANGUAGE ARTS

Grade: 10

Strand: 2.0 - WORD ANALYSIS

Skill Area: 2.2 - Vocabulary

Skill: 2.2.3 - Analyzing word parts

Performance Indicator: 2.2.3.2 - The student will memorize an expanded list of Greek and Latin roots and affixes.

Performance Mode: Given four choices, the student will select the correct meaning of a Greek or Latin root or affix from an extended list.

Item Stem Characteristics: The item stem will direct the student to select the proper meaning of the given root or affix.

Distracter Characteristics: The distracters will be incorrect meanings.

Example:

00. Directions: Select the correct meaning of the given word part.

Stimulus: chrom

Responses:

A. time

B. power

C. color

D. marriage

Correct Response (C)

PERFORMANCE INDICATOR 2.2.3.2

GRADE 10

GRADES TAUGHT: 10

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS:

2.2.3.1, 2.2.3.3, 2.2.3.4

TEXTBOOK REFERENCES:

Warriner's English Grammar and Composition. Fourth Course
Harcourt Brace Jovanovich, Inc.

OTHER RESOURCES:

1. Tenth Grade Roots and Affixes Lists included on next sheet
2. Word Clues, by Amsel Greene. Harper & Row, Publishers

SUGGESTIONS FOR IMPLEMENTATION:

1. Arrange a concentrated time span to study these word parts. Have a break from grade level vocabulary lists.
2. Prepare weekly study lists using the Roots and Affix list.
3. Make word charts with words having technical meanings in various areas listed under subject headings such as biology, chemistry, geology, mathematics, social studies, etc.
4. Define words on word lists. Keep in a notebook.
5. General interest
   a. Retention - Keeping in mind, through practice, the roots learned
   b. Extension - Adding more roots to those known
   c. Enrichment - Deepening realization and appreciation and enjoyment of the inner values of words long known.
6. See sample Student Sheet and Key included after Roots and Affixes Lists. These are not from List - only suggested techniques.

Language Arts - Roots and Affixes

Grade 10 - ROOTS

	Roots	Definitions	Example
1.	acro	highest, outermost	acrobat, acrophobia
2.	agon	a contest	antogonist, agony
3.	alter	other	alternate, alterego
4.	anthrop	man	anthropoid, anthropology
5.	arch	chief	monarch, archangel
6.	bibl	book	bibliography, bible
7.	cap	take hold	captivate, capture
8.	cide, cis	cut	scissors, incision, homicide
9.	chrom	color	Kodachrome, chromosome
10.	crat	power, rule	democrat, aristocrat
11.	cred	believe	credo, credulous
12.	cosmo	universe	cosmic, cosmopolitan
13.	fer	carry, bear	fertile, reference
14.	gam	marriage	bigamy, monogamy, pologamy
15.	gyn	woman	gynarchy, gynecology
16.	laud	praise	applause, laudatory
17.	locu, loqu	speak	circumlocution, ventriloquist
18.	luc	light	elucidate, pellucid
19.	nace	to be born	renascence, renaissance
20.	nov, novus	new	novel, renovation
21.	par	make ready	prepare, preparation
22.	ped	foot	pedestrian, quadruped
23.	pend, pens	hang, weigh	appendix, pensive
24.	salu	healthy	salutary, salubrious
25.	sci	know	conscientious, omniscient

Grade 10 - ROOTS (continued)

26. sec	to cut	bisect, section
27. seq, secut	follow	sequel, consecutive
28. solv, solut	loosen	solvent, solution
29. spect	look	respect, suspect
30. spir	breathe	spirit, transpire
31. string, strict	tighten	stringent, constrict
32. tang, tact	touch	tangent, contract
33. tect	cover	protect, dective
34. tend, tent, tans	stretch	attend, intent, tension
35. tract	draw	contract, tractable

Language Arts - Roots and Affixes

Grade 10 - PREFIXES

	Prefix	Definition	Example
1.	a, an	not, without	aphasia, anarchy
2.	ambi	both	ambiguous, ambidextrous
3.	amphi	both	amphibiotic, amphitheater
4.	cath, cata	down, against, in accordance	catalogue, catheter
5.	contra, counter	against, opposed to	contradict, counterspy
6.	dys	ill, bad, difficult	dysentery, disfunction, dystopia
7.	en, em	in, with	engrave, empathy
8.	eu	well, good	eutopia, euphemism
9.	extra, extro	outside, beyond	extrovert, extraterristorial
10.	helio	sun	heliotrope, heliocentric
11.	hiero	sacred	hierarchy, hieroglyphic
12.	idio	one's own, personal	idiomatic, idiosyncracy
13.	iso	equal, the same	isosceles, isobar
14.	neo	new, recent	neoclassia, neologism, neolithic
15.	ob	against	obstinate, obnoxious
16.	omni	all	omnibus, omnipotent
17.	per	throughout, completely	percolate, perceive
18.	retro	backward	retrogress, retroactive
19.	ultra	beyond, exceedingly	unltrviolet, ultraconservative
20.	vice	in place of	viceroy, vice-principal

Language Arts - Roots and Affixes

Grade 10 - SUFFIXES

Suffix	Definition	Example
1. acious, cious	having the quality of	vivacious, vicious
2. ard, art	one who acts in a discreditable manner	drunkard, braggart
3. ate	become, form, treat	aggravate, alternate
4. ese	relating to	chinese, journalese
5. esque	in the manner of	romanesque, statuesque
6. fy, efy, ify	to make	satisfy, rarefy, fortify
7. ism	doctrine or practice of	facism, plagarism
8. ize, ise	to make, treat with	memorize, compromise
9. lent, ulent	abounding in	pestilent, fraudulent
10. old	like, resembling	anthropoid, avoid
11. try	act or profession	ministry

NAME SAMPLE STUDENT

COPY

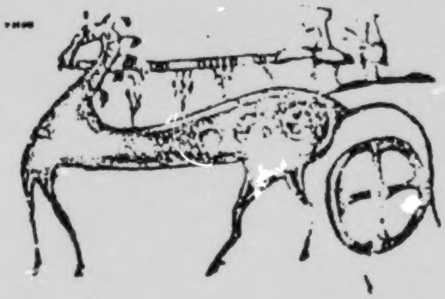
Painting from a Greek vase
—1400 B.C.

Greek Roots - Study List

	Root:	Meaning:	English Use:
LIST I	1. bibl, biblio	book	
	2. anthrop	man	
	3. phon	sound	
	4. phil	love	
	5. miso	hate	
	6. a-, an-	without, not	
	7. anti-, ant	against	
	8. dia	through, across	
	9. hyper	over, excessive	
	10. peri-	around	
LIST II	11. pro-	before	
	12. graph, gram	write, draw, describe, record	
	13. scop, scept	loot at, examine	
	14. mania	madness for	
	15. phobia	morbid fear of	
	16. mega	large	

BEST COPY

NAME SAMPLE
KEY


Painting from a Greek vase
—1400 B.C.

Greek Roots - Study List

	Root:	Meaning:	English Use:
LIST I	1. bibl, biblio	book	Bible bibliography
	2. anthrop	man	anthropology,anthromorphic anthropologist
	3. phon	sound	phonics,megaphone,phonetic telephone,microphone,phonograph
	4. phil	love	philosophy,Anglophile philanthropist
	5. miso	hate	misogynist
	6. a-, an-	without, not	apathy, atom, anarchy
	7. anti-, ant	against	antibody,Antarctic antibiotic,antacid
	8. dia	through, across	diagram,diarama dialog
	9. hyper	over, excessive	hyper,hypertension hyperthermal
	10. peri-	around	perimeter periscope
LIST II	11. pro-	before	program, provide proceed
	12. graph, gram	write, draw, describe, record	telegraph,phonograph telegram,diagram
	13. scop, scept	loot at, examine	telescope,microscope sceptical
	14. mania	madness for	mania Beatlemania
	15. phobia	morbid fear of	claustrophobia acraphobia,phobia
	16. mega	large	megaton,megaphone megawar

10-30

Common X

Minimum ________

Item Specification

Content Area: LANGUAGE ARTS

Grade: 10

Strand: 2.0 - WORD ANALYSIS

Skill Area: 2.2 - Vocabulary

Skill: 2.2.3 - Analyzing word parts

Performance Indicator: 2.2.3.3 - The student will use this expanded list of Greek and Latin roots and affixes in analyzing a list of words.

Performance Mode: Given four choices, the student will select the correct meaning of the underlined word part of a Greek or Latin root or affix from an extended list.

Item Stem Characteristics: The item stem will direct the student to select the proper meaning of the given Greek or Latin root or affix.

Distracter Characteristics: The distracters will be incorrect meanings.

Example:

00. Directions: Select the correct meaning of the underlined word part.

Stimulus: concise

Responses:

A. yield

B. cut

C. run

D. race

Correct Response (B)

PERFORMANCE INDICATOR 2.2.3.3

GRADE 10

GRADES TAUGHT: 10

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: 2.2.3.1, 2.2.3.2, 2.2.3.4

TEXTBOOK REFERENCES:

Warriner's English Grammar and Composition. Fourth Course.
Harcourt Brace, Jovanovich, Inc.

OTHER RESOURCES:

1. Refer to Tenth Grade Roots and Affixes Lists
2. Word Clues, by Amsel Greene. Harper & Row, Publishers

SUGGESTIONS FOR IMPLEMENTATION:

1. Use Word Charts - to show visually the number of words of common ancestry. (See Sample on next sheet)
   Suggestions for Charts
   a. Note growth of word family. Train eye to recognize the parent word element which ties such families together.
   b. Observe relationships in meaning between the words of one column and those of another.
   c. If a word seems unrelated in meaning to others in family, trace stages of development.
2. Consult a dictionary for meanings. As an aid to memory, try always to find the relationship between any developed meaning and that of the original root.

SAMPLE WORD CHART

GROWTH OF A WORD FAMILY

graph, gram

write, draw
describe, record

Root + Suffix(es)	Prefix(es) + Root	Prefix(es) + Root(s) + Suffix(es)
graph	di graph	a graph ia
graph ic	epi graph	autobio graph ical
graph ics	mono graph	bio graph y
graph ite	para graph	epi graph y
graf t	tele graph	geo graph er
	tri graph	graph ology
		graph ometer
		mimeo graph
		mono graph s
		para graph ing
		phono graph
		photo graph ed
		physio graph y
		picto graph
		tele graph er
gram mar	ana gram	ana gram matical
gram marian	dia gram	dia gram matic
gram matical	epi gram	epi gram s
glam our	mono gram	mono gram ming
	pro gram	pro gram med
	tele gram	tele gram s

BEST COPY

Common ____X____

Minimum ________

Item Specification

Content Area: LANGUAGE ARTS

Grade: 10

Strand: 2.0 - WORD ANALYSIS

Skill Area: 2,2 - Vocabulary

Skill: 2.2.3 - Analyzing word parts

Performance Indicator: 2.2.3.4 - The student will use this expanded list of Greek and Latin roots and affixes in analyzing words in context.

Performance Mode: Given four choices, the student will select the meaning of the underlined word in context from an extended list of Greek and Latin roots and affixes.

Item Stem Characteristics: The item stem will direct the student to select the proper meaning.

Distracter Characteristics: The distracters will be incorrect meanings.

Example:

00. Directions: Select the correct meaning of the underlined word.

Stimulus: the credenda of the church

Responses:

A. landholdings

B. governing body

C. doctrine to be believed

D. central aisle

Correct Response (C)

PERFORMANCE INDICATOR 2.2.3.4

GRADE 10

GRADES TAUGHT: 10

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: 2.2.3.1, 2.2.3.2, 2.2.3.3

TEXTBOOK REFERENCES:

Warriner's English Grammar and Composition. Fourth Course.
Harcourt Brace, Jovanovich, Inc.

OTHER RESOURCES:

1. Refer to Tenth Grade Roots and Affixes Lists
2. Word Clues, By Amsel Greene. Harper & Row, Publishers

SUGGESTIONS FOR IMPLEMENTATION:

1. Use in sentences as many words a possible. A word correctly defined may be wrongly interpreted.

   (EX. Apathy means lack of feeling, but its use in this sentence brings to light a mistaken notion:
   "After the accident he had apathy in his leg."

Common ________

Minimum ___X___

Item Specification

Content Area: LANGUAGE ARTS

Grade: 10

Strand: 2.0 WORD ANALYSIS

Skill Area 2.2 Vocabulary

Skill: 2.2.4 Developing word meanings

Performance Indicator: 2.2.4.1 The student will identify contextually antonyms for a given list of words.

Performance Mode: Given a word in context from a given list of words, the student will select the correct antonym from four choices.

Item Stem Characteristics: The item stem will direct the student to select the correct antonmy from four choices for the underliner word.

Distracter Characteristics: The distracters will be words which are not antonyms of the underlined word.

Example:

00. **Directions:** Choose the word which is an antonym of the underlined word.

Stimulus: We will need to terminate the contract.

Responses:

A. conclude

B. begin

C. end

D. rewrite

Correct Response: B

PERFORMANCE INDICATOR 2.2.4.1

GRADE 10

GRADES TAUGHT: 1 - 10

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: 2.2.2.1 2.2.2.2, 2.2.4.2

TEXTBOOK REFERENCES:

Warriner's English and Composition. Fourth Course.
Hartcourt, Brace, Jovanovich, Inc.

OTHER RESOURCES:

Refer to Tenth Grade Vocabulary List

SUGGESTIONS FOR IMPLEMENTATION:

1. Make a Thesaurus available
2. Make a Dictionary available
3. In addition to definitions of word from the Grade level Vocabulary List, write the antonyms when possible.
4. Create word lists and have students supply the antonyms.

Common ______________

Minimum ___X________

Item Specification

Content Area: LANGUAGE ARTS

Grade: 10

Strand: 2.0 WORD ANALYSIS

Skill Area: 2.2 Vocabulary

Skill: 2.2.4 Developing word meanings

Performance Indicator: 2.2.4.2 The student will identify synonyms for a given list of words.

Performance Mode: Given a word in context from a given list of words, the student will select the correct synonym from four choices for the underlined word.

Item Stem Characteristics: The item stem will direct the student to select the correct synonym from four choices for the underlined word.

Distracter Characteristics: The distracters will be words which are not synonyms of the underlined word.

Example:

00. Directions: Choose the word that is synonym of the underlined word.

Stimulus: The catastrophe was totally unexpected.

Responses:

A. blessing

B. disaster

C. triumph

D. performance.

Correct Response: B

PERFORMANCE INDICATOR 2.2.4.2

GRADE 10

GRADES TAUGHT: 2 - 10

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: 2.2.2.1, 2.2.2.2, 2.2.4.1

TEXTBOOK REFERENCES:

Warriner's English and Composition. Fourth Course - Harcourt, Brace, Jovanovich, Inc.

OTHER RESOURCES:

Refer to Tenth Grade Vocabulary List

SUGGESTIONS FOR IMPLEMENTATION:

1. Make a Thesaurus available
2. Make a Dictionary available
3. In addition to definitions of words from the Grade level Vocabulary List. write the synonyms when possible
4. Create word lists and have students supply the synonyms

Common X

Minimum ____

Item Specification

Content Area: LANGUAGE ARTS

Grade: 10

Strand: 2.0 - WORD ANALYSIS

Skill Area: 2.2 - Vocabulary

Skill: 2.2.5 - Learning the techniques of contextual analysis

Performance Indicator: 2.2.5.1 - The student will use the techniques of contextual analysis to get the meaning of words in sentences.

Performance Mode: Given a sentence and four choices, the student will use contextual analysis to determine the meaning of the underlined nonsense word.

Item Stem Characteristics: The item stem will direct the student to select the correct meaning of the under lined nonsense word.

Distracter Characteristics: The distracters will be incorrect meanings.

Example:
00. Directions: Select the meaning of the underlined nonsense word.

Stimulus: The ruins of the tokwv building have become a tourist attraction.

Responses:

A. ancient

B. modern

C, candid

D. immediate

Correct Response (A)

PERFORMANCE INDICATOR 2.2.5.1

GRADE 10

GRADES TAUGHT: 3 - 10

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS:

TEXTBOOK REFERENCES:

Warriner's English Grammar and Composition. Fourth Course.
Harcourt, Brace, Jovanovich, Inc.

OTHER RESOURCES:

SUGGESTIONS FOR IMPLEMENTATION:

1. Use the Cloze technique. Take a story or paragraph and delete every fifth word. The students are to supply the missing word.
2. Work in small groups where the students make their own Cloze passages and exchange papers with other groups.
3. Good with small groups or partners.
4. Along the same lines as Cloze technique, use nonsense words in context and have students determine the nonsense word from a multiple choice.

Item Specification

Commom ____^____

Minimum ________

Content Area: LANGUAGE ARTS

Grade: 10

Strand: 2.0 - WORD ANALYSIS

Skill Area: 2.2 - Vocabulary

Skill: 2.2.6 - Using word analogies to develop vocabulary

Performance Indicator: 2.2.6.3 - The student will state in sentence form the relationships and analogies of sets of words.

Performance Mode: Teacher observation

Item Stem Characteristics:

Distracter Characteristics:

Example:

00. Directions:

Stimulus:

Responses:

A.

B.

C.

D.

PERFORMANCE INDICATOR 2.2.6.3

GRADE 10

GRADES TAUGHT: 10 - 11

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: 2.2.6.2

TEXTBOOK REFERENCES:

Warriner's English Grammar and Composition. Fourth Course.
Harcourt, Brace, Jovanovich, Inc.

OTHER RESOURCES:

SUGGESTIONS FOR IMPLEMENTATION:

1. Take simple anologies and have the students rewrite them in sentence form.
2. Good partner or small group activity
3. Allow plenty of time for practice
4. Use vocabulary from other content area if possible

3.0 OBTAINING INFORMATION

Item Specification

Common ___x___

Minimum ________

Content Area: LANGUAGE ARTS

Grade: 10

Strand: 3.0 - OBTAINING INFORMATION

Skill Area: 3.3 - Library

Skill: 3.3.1 - Understanding and using the library

Performance Indicator: 3.3.1.5 - The student will select appropriate materials for a data gathering project.

Performance Mode: Teacher observation from on-site project.

Item Stem Characteristics:

Distracter Characteristics:

Example:

00. Directions:

Stimulus:

Responses:

A.

B.

C.

D.

PERFORMANCE INDICATOR 3.3.1.5

GRADE 10

GRADES TAUGHT: 9 - 11

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS:

3.3.1.1., 3.3.1.2, 3.3.1.3, 3.3.1.4, 4.1.1.1, 4.1.2.1, 4.1.3.1, 4.1.4.1, 4.1.5.1

TEXTBOOK REFERENCES:

Warriner's English Grammar and Composition. Fourth Course.
Harcourt, Brace, Jovanovich, Inc.

OTHER RESOURCES:

1. Librarian
2. Reference books

SUGGESTIONS FOR IMPLEMENTATION:

1. Time to work in library.
2. Practice finding information using many reference books.
3. Do steps necessary in writing paper without actually completing one.
4. Work with partners or small groups.
5. Use topics from other subject areas.

5.0 LISTENING

Common X

Minimum ____

Item Specification

Content Area: LANGUAGE ARTS

Grade: 10

Strand: 5.0 - LISTENING

Skill Area: 5.1 - Listening

Skill: 5.1.5 - Understanding and responding to points of view

Performance Indicator: 5.1.3.4 - The student will learn the basic propaganda devices.

Performance Mode: After listening to a short selection, the student will identify the type of propaganda used in the selection from among four choices.

Item Stem Characteristics: The item stem will consist of a brief passage containing an element of propaganda. The student will be directed to identify which element of propaganda the passage reflects from among four choices.

Distracter Characteristics: The distracters will consist of propaganda types not used in the passage.

Example:

00. Directions: Listen to the following selection. Then identify the type of propaganda device used.

Stimulus: (Script: In these critical times, we must be extremely careful. We must beware of the "Commies" in our midst.)

Responses:

A. the Name-Calling device

B. the Glittering Generalities device

C. the Transfer device

D. the Testimonial device

Correct Response: (A)

PERFORMANCE INDICATOR 5.1.3.4

GRADE 10

GRADES TAUGHT: 10

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS:

TEXTBOOK REFERENCES:
Vocabulary and Composition, Book IV, Levine, Ed., Amsco School Pub.

OTHER RESOURCES:

Total Reading Workbook, Level VII, 2nd Semester. Johnston. Total Reading Pub. Co.

English Grammar and Composition, Complete Course. Warriner. Harcourt, Brace

Critical Thinking, Book Two. Harnadek, Midwest Publications.

Discussion, Library of Congress, Chapters 6, 7

"What's Going On Here?" - A Study of Media and Propaganda (5 pts.). Center for Humanities, Inc. EMC Corp.

SUGGESTIONS FOR IMPLEMENTATION:

1. Have students bring in examples from many mediums.
2. Students can view examples of devices used in current advertising.
3. Students could relate experiences when they or someone they know might have been victimized by these devices.
4. Students could attempt to create advertising or sales presentations in which propaganda devices are used.

6.0 WRITTEN EXPRESSION

Common X

Minimum ____

Item Specification

Content Area: LANGUAGE ARTS

Grade: 10

Strand: 6.0 - WRITTEN EXPRESSION

Skill Area: 6.3 - The paragraph

Skill: 6.3.2 - Writing various types of paragraphs

Performance Indicator: 6.3.2.4 - The student will write a persuasive paragraph.

Performance Mode: Given a specific prompt, the student will write a paragraph of persuasion following that prompt.

Item Stem Characteristics: The item stem will direct the student to write a paragraph of persuasion following a given prompt.

Distracter Characteristics: No distracters - student generated response

Example:

00. Directions: Write a paragraph of persuasion following the prompt given below. To be successful, you must do the following:

1. State your viewpoint very clearly.
2. Be sure to give your idea enough support.
3. Keep your language tone to fit your audience.
4. Keep paper organized with a beginning and an end.

Stimulus: Suppose that your State Legislature is considering a proposal to build a nuclear power plant in your state in order to supply needed power. Write a letter to your legislator, persuading him or her how to vote on this proposal.

Before you start writing, you might want to think about the value of the proposal. Think about its good and bad points. Think about the need for new sources of power and about the possible effects of using nuclear power.

Now write convincing your legislator whether to vote for or against the proposal to build a nuclear power plant in your state.

Correct Response: See rubric for persuasion.

PERFORMANCE INDICATOR 6.3.2.4

GRADE 10

GRADES TAUGHT: 10 - 11

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS:

TEXTBOOK REFERENCES:
Warriner, English Grammar and Composition, Heritage Edition, Fourth Course.

OTHER RESOURCES:

SUGGESTIONS FOR IMPLEMENTATION:

The textbook does not have a specific section on persuasive writing. It merely suggests one purpose of writing may be to persuade. This particular mode should point strongly to the skill-specific areas of contention, support, and audience as pointed out in the scoring guide.

1. Provide models and class-written paragraphs.
2. Have students utilize small groups for evaluating paragraphs.
3. Have students share persuasive paragraphs on a school issue with a broader audience, e.g. principal, vice-principal, A.S.B., etc.
4. Have students anonymously write a persuasive paragraph. Have response groups grade approximately 20 papers holistically and select their favorite. (Response groups should not grade own papers.) Examine top papers for outstanding qualities.
5. Provide opportunities for revision.

SKILL-SPECIFIC SCORING GUIDE: PERSUASION

More Than Adequate Response

ORGANIZATION: The paper is well organized, with a clear beginning and end. The reader moves smoothly from idea to idea.

CONTENTION: It is easy to determine the viewpoint(s) the writer is promoting.

SUPPORT: Ample relevant support is provided for the writer's contention(s). This support may take the form of reasons, facts, and/or opinions.

AUDIENCE: All of the support offered for the writer's contention(s) is appropriate for the audience being addressed. The writer's tone is also appropriate for that audience.

MECHANICS: Any grammatical or mechanical errors that may be present are slight and do not detract from the meaning of the response.

Adequate Response

ORGANIZATION: The paper is organized, with a beginning and an end. The reader encounters no major obstacles in moving from idea to idea.

CONTENTION: It is not difficult to determine the viewpoint(s) the writer is promoting.

SUPPORT: Adequate relevant support is provided for the writer's contention(s). This support may take the form of reasons, facts, and/or opinions.

AUDIENCE: Much of the support offered for the writer's contention(s) is appropriate for the audience being addressed. The writer's tone is also appropriate for that audience.

MECHANICS: Any grammatical or mechanical errors that may be present do not substantially detract from the meaning of the response.

Less Than Adequate Response

ORGANIZATION: The paper does not seem organized. It may not have a beginning or an end. The reader has difficulty in moving from idea to idea.

CONTENTION: It is difficult to determine theviewpoint(s) the writer is promoting.

SUPPORT: Little relevant support is provided for the writer's contention.

AUDIENCE: Very little of the support offered for the writer's contention(s) is appropriate for the audience being addressed. The writer's tone is also often inappropriate for that audience.

MECHANICS: Grammatical and mechanical errors are frequent enough to detract from the meaning of the response.

1 Very Inadequate Response

ORGANIZATION:	The paper has little sense of organization. There is no real beginning or end. The reader has major problems in following the response.
CONTENTION:	It is almost impossible to determine the viewpoint(s) the writer is promoting.
SUPPORT:	Almost no relevant support is provided for the writer's contention(s).
AUDIENCE:	Almost none of the support offered for the writer's contention(s) is appropriate for the audience being addressed. The writer's tone is almost often inappropriate for that audience.
MECHANICS:	There are numerous grammatical and mechanical errors, detracting significantly from the meaning of the response.

0 Unacceptable Response

No Response

Response off the prompt

Item Specification

Commom X

Minimum

Content Area: LANGUAGE ARTS

Grade: 10

Strand: 6.0 - WRITTEN EXPRESSION

Skill Area: 6.3 - The paragraph

Skill: 6.3.3 - Effective paragraphs

Performance Indicator: 6.3.3.1 - The student will write paragraphs that have unity.

Performance Mode: Measured in Indicator 6.3.2.4.

Item Stem Characteristics:

Distracter Characteristics:

Example:
00. Directions:

PERFORMANCE INDICATOR 6.3.3.1

GRADE 10

GRADES TAUGHT: 7-10

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS:

TEXTBOOK REFERENCES:

OTHER RESOURCES:

SUGGESTIONS FOR IMPLEMENTATION:

Item Specification

Commom X

Minimum________

Content Area: LANGUAGE ARTS

Grade: 10

Strand: 6.0 - WRITTEN EXPRESSION

Skill Area: 6.3 - The paragraph

Skill: 6.3.3-Effective paragraphs

Performance Indicator: 6.3.3.2 - The student will write paragraphs that have distinct order.

Performance Mode: Measured in Indicator 6.3.2.4.

Item Stem Characteristics:

Distracter Characteristics:

Example:
00. Directions:

PERFORMANCE INDICATOR 6.3.3.2

GRADE 10

GRADES TAUGHT: 7 - 10

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: 6.3.3.1, 6.3.3.3, 6.3.2.4

TEXTBOOK REFERENCES:

OTHER RESOURCES:

SUGGESTIONS FOR IMPLEMENTATION:

Item Specification

Commom X

Minimum ____

Content Area: LANGUAGE ARTS

Grade: 10

Strand: 6.0 -WRITTEN EXPRESSION

Skill Area: 6.3 - The paragraph

Skill: 6.3.3 - Effective paragraphs

Performance Indicator: 6.3.3.3 - The student will write paragraphs that have coherency.

Performance Mode: Measured in Indicator 6.3.2.4

Item Stem Characteristics:

Distracter Characteristics:

Example:

00. Directions:

PERFORMANCE INDICATOR 6.3.3.3

GRADE 10

GRADES TAUGHT: 7 - 10

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS:

TEXTBOOK REFERENCES:

OTHER RESOURCES:

SUGGESTIONS FOR IMPLEMENTATION:

Item Specification

Commom X

Minimum ________

Content Area: LANGUAGE ARTS

Grade: 10

Strand: 6.0 - WRITTEN EXPRESSION

Skill Area: 6.3 - The paragraph

Skill: 6.3.4 - Ways of development

Performance Indicator: 6.3.4.4 - The student will develop a paragraph by reason.

Performance Mode: Measured in Indicator 6.3.2.4

Item Stem Characteristics:

Distracter Characteristics:

Example:
00. Directions:

PERFORMANCE INDICATOR 6.3.4.4

GRADE 10

GRADES TAUGHT: 10 - 11

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS:

TEXTBOOK REFERENCES:
Warriner, English Grammar and Composition, Heritage Edition, Fourth Cause.

OTHER RESOURCES:

SUGGESTIONS FOR IMPLEMENTATION:

1. Have students brainstorm/cluster reasons to support a contention both in large/small groups and individually.
2. Provide models and class-written paragraphs.
3. Have students utilize small groups for evaluating paragraphs.
4. Have students share persuasive paragraphs on a school issue with a broader audience, e.g. principal, vice-principal, A.S.B., etc.
5. Have students anonymously write persuasive paragraph. Have response groups grade approximately 20 papers holistically and select their favorite. (Response group should not grade own papers.) Examine top papers for outstanding qualities.
6. Provide opportunities for revision.

Item Specification

Commom X

Minimum ________

Content Area: LANGUAGE ARTS

Grade: 10

Strand: 6.0 - WRITTEN EXPRESSION

Skill Area: 6.4 - Multi-paragraph composition

Skill: 6.4.1 - Understanding the structure

Performance Indicator: 6.4.1.1 - The student will prepare an outline for a composition.

Performance Mode: Teacher Observation

Item Stem Characteristics:

Distracter Characteristics:

Example:

00. Directions:

PERFORMANCE INDICATOR 6.4.1.1

GRADE 10

GRADES TAUGHT: 9 - 10

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: 6.4.1.2

TEXTBOOK REFERENCES:

Warriner's English Grammar and Composition, Fourth Course. Harcourt Brace & Co.

OTHER RESOURCES:

SUGGESTIONS FOR IMPLEMENTATION:

1. Teach students to cluster ideas for a composition.
2. As a class activity, put clustered ideas in outline form.
3. Prepare a model outline with some of the items left off. Have students fill in missing parts with logical items and then write the composition.
4. Present a model essay, and have students outline major and minor ideas.

Item Specification

Commom __________
Minimum __X__

Content Area: LANGUAGE ARTS
Grade: 10
Strand: 6.0 WRITTEN EXPRESSION
Skill Area: 6.4 Multi-paragraph composition
Skill: 6.4.1 Understanding the structure

Performance Indicator: 6.4.1.2 The student will write a multi-paragraph composition of exposition

Performance Mode: Given a prompt, the student will write a multi-paragraph composition of exposition.

Item Stem Characteristics: The item stem will direct the student to write an expository composition of five paragraphs following a specific prompt.

Distracter Characteristics: No distracters - student generated response

Example:

00. Directions: Following the given prompt, write a composition of exposition. Be sure to do the following:

1. Have a minimum of five paragraphs.
2. The first paragraph must introduce your idea.
3. The middle three paragraphs should develop three strong supporting points to your topic.
4. The last paragraph must conclude your idea.

Stimulus: You believe a certain television program should not be allowed to be shown. Write your composition telling why this particular program should be taken off the air.

See rubric for exposition

PERFORMANCE INDICATOR 6.4.1.2

GRADE 10

GRADES TAUGHT: 9 - 10

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: 6.4.1.1

TEXTBOOK REFERENCES:

Warriner, English Grammar and Composition, Heritage Edition, Fourth Course.

OTHER RESOURCES:

SUGGESTIONS FOR IMPLEMENTATION: This is a minimum at Grade 10.

1. Particular attention should be paid to the skill-specific areas of exposition: clarity of exposition and content.
2. Students need much practice in writing to a prompt and understanding the rubric for exposition.
3. Use response groups, conferencing and large group modeling for editing and revision.
4. Share models of outstanding student writing.

RUBRIC: EXPOSITION

4 More Than Adequate Response

ORGANIZATION: The paper is well organized, with a clear beginning and end. All of its content is structured appropriately. The reader moves smoothly from idea to idea.

CLARITY OF EXPOSITION: All information is explained clearly.

CONTENT: The response contains enough information to explain the topic thoroughly.

MECHANICS: Any grammatical or mechanical errors that may be present are slight and do not detract from the meaning of the response.

3 Adequate Response

ORGANIZATION: The paper is organized, with a beginning and an end. Its content is generally structured appropriately. The reader encounters no major obstacles in moving from idea to idea.

CLARITY OF EXPOSITION: All information is explained clearly.

CONTENT: The response contains enough information to explain the topic sentence adequately. Little or no unnecessary information is included.

MECHANICS: Any grammatical or mechanical errors that may be present do not substantially detract from the meaning of the response.

2 Less Than Adequate Response

ORGANIZATION: The paper does not seem organized. It may not have a beginning or an end. Its content may not be structured appropriately or consistently. The reader had difficulty in moving from idea to idea.

CLARITY OF EXPOSITION: Large portions of the information presented may be difficult to understand

CONTENT: The response contains insufficient information to explain the topic adequately. Quite a bit of unnecessary information may be included.

MECHANICS: Grammatical and mechanical errors may be frequent enough to detract from the meaning of the response.

1 Very Inadequate Response

ORGANIZATION: The paper has little sense of organization. There is no real beginning or end. The paper content lacks an appropriate structure. The reader has major problems in following the response.

CLARITY OF EXPOSITION: Most of the information presented may be difficult to understand.

CONTENT: The response contains very little information that explains the topic. A great deal of unneccessary information may be included.

MECHANICS: There are numerous grammatical and mechanical errors, detracting significantly from the meaning of the response.

0 Unacceptable Response:

No response
Response not on prompt.

Item Specification

Commom ______

Minimum X

Content Area: LANGUAGE ARTS

Grade: 10

Strand: 6.0 WRITTEN EXPRESSION

Skill Area: 6.5 Practical writing

Skill: 6.5.2 Understanding and completing forms

Performance Indicator: 6.5.2.1 The student will fill out a job application.

Performance Mode: Given an application form and questions referring to that form, the student will respond to the questions, showing understanding of the form.

Item Stem Characteristics: The item stem will direct the student to refer to an application form and to select the correct answer to a question referring to a specific section of the form.

Distracter Characteristics: The distracters will consist of responses that refer to the form, but which do not correctly answer the question.

Example:

00. Directions: Select the correct answer. (see attached)

Stimulus: Refer to the application attached to answer the following question

Where would you write for information about your interests and hobbies?

Responses:

A. section 1

B. section 2

C. section 3

D. section 4

Correct response C

PERFORMANCE INDICATOR 6.5.2.1

GRADE 10

GRADES TAUGHT: 10

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS:

TEXTBOOK REFERENCES:

OTHER RESOURCES:

See attached.

SUGGESTIONS FOR IMPLEMENTATION: No particular sources.

1. Forms can be obtained from many businesses. This is a minimum, so practice for accuracy in reading forms and reacting to specifics of the form is necessary.
2. Have students check applications in small groups or pairs.
3. Examine completed job applications as a class.

Performance Indicator: 6.5.2.1

BEST COPY

application

PLEASE PRINT INFORMATION REQUESTED IN INK.

To protect the interests of all concerned, applicants for certain job assignments must pass a physical examination before they are hired. Alternative placement of an applicant who does not meet the physical standards of the job for which he/she was originally considered is permitted.

NOTE: This application will be considered active for 90 days. If you have not been employed within this period and are still interested in employment at please contact the office where you applied and request that your application be reactivated.

SECTION 1

Name ______________________ (Last) (First) (Middle) Social Security Number ______________________ (Please present your Social Security Card for review.)

Address ______________________ (Number) (Street) (City) (State) (Zip Code)

County ______________________ Current phone or nearest phone ______________________

Previous Address ______________________ (Number) (Street) (City) (State) (Zip Code)

If hired, can you furnish proof of age? ☐ YES ☐ NO

U.S. Citizen ☐ YES ☐ NO or Resident Alien ☐ YES ☐ NO

(Answer only if position for which you are applying requires driving.)

Licensed to drive car? ☐ YES ☐ NO

Is license valid in this state? ☐ YES ☐ NO

SECTION 2

Have you ever been employed ☐ YES ☐ NO If so, when and where last employed? ______________________ Position ______________________

Former employes of and certain Subsidiaries may be entitled to service credit under the Pension Plan based on prior employment

Have you a relative in the employ of in the store or unit to which you are applying? ______________________

A PHYSICAL DISABILITY OR HANDICAP WILL NOT CAUSE REJECTION IF IN MEDICAL OPINION YOU ARE ABLE TO SATISFACTORILY PERFORM IN THE POSITION FOR WHICH YOU ARE BEING CONSIDERED.

Do you have any physical condition which may limit your ability to perform the job applied for? If so, please give details. ______________________

SECTION 3

EDUCATION	School Attended	No. of Years	Name of School	City/State	Graduate?	Course or College Major	Average Grades
	Grammar						
	Jr. High						
	Sr. High						
	Other						
	College					Degree	

MILITARY SERVICE	BRANCH OF SERVICE	DATE ENTERED SERVICE	DATE OF DISCHARGE	SERVICE RELATED DISABILITY	HIGHEST RANK HELD	SERVICE-RELATED SKILLS AND EXPERIENCE APPLICABLE TO CIVILIAN EMPLOYMENT
				YES ☐ NO ☐		

What experience or training have you had other than your work experience, military service and education? (Community activities, hobbies, etc.)

____

SECTION 4

I am interested in the type of work I have checked

Sales ______ Office ______ Mechanical ______ Warehouse ______ Other (Specify) ______________________

Or

The following specific Job ______________________

I am seeking ☐ temporary ☐ permanent employment I am available for ☐ Part time ☐ Full time work If part time, indicate maximum hours per week ______

Have you been convicted during the past seven years of a serious crime involving a person's life or property?

NO ☐ YES ☐ If yes, explain. ______________________

HOURS AVAILABLE FOR WORK	
Sun	To
Mon	To
Tues	To
Wed	To
Thurs	To
Fri	To
Sat	To

Performance Indicator: 6.5.2.1

10-71

JOB APPLICATION FORM

Name ______________________ Period ______
Teacher ____________________ Date ______

EQUAL OPPORTUNITY EMPLOYER

Date ______________ City ______________

PLEASE PRINT

Name ________________________ Social Security No. ____ / ____ / ____
Last First Middle

Residence Address ________________________ Home Tel. No. ______________
Number Street City State Zip Code

*Date of Birth ______________ Are You a U.S. Citizen ☐ Yes ☐ No If no, Give Alien Registration Number ______________

*The Age Discrimination in Employment Act of 1967 prohibits discrimination on the basis of age with respect to individuals who are at least 40 but less than 65 years of age.

Would you object to working any of the following? Indicate "Yes" or "No". Saturday ______ Sunday ______ Holidays ______ Evenings ______ Nights ______ Overtime ______

Typing Speed ______________ Dictation Speed ______________ Other Business Machines ______________

PREVIOUS EMPLOYMENT

First, give names of any Telephone Companies for which you have worked, then list your other jobs, starting with the last job held. (Include permanent, part time and summer work.)

COMPANY	DESCRIPTION OF JOB DUTIES	Date Employed Mo. Day Year	Date Leaving Mo. Day Year	Salary	Hrs. per Week
Name ______					
Street Address ______					
City ______ State ______ Zip ______ Tel No ______	Reason For Leaving ______	Name Under Which Employed If Different ______			
Name ______					
Street Address ______					
City ______ State ______ Zip ______ Tel No ______	Reason For Leaving ______	Name Under Which Employed If Different ______			
Name ______					
Street Address ______					
City ______ State ______ Zip ______ Tel No ______	Reason For Leaving ______	Name Under Which Employed If Different ______			
Name ______					
Street Address ______					
City ______ State ______ Zip ______ Tel No ______	Reason For Leaving ______	Name Under Which Employed If Different ______			

1. Use your name and social security number if you have one. (Make one, if you don't--xxx xx xxxx.)
2. You can type 180 words in 3 minutes. ______ per minute.
3. You can take 300 words in 3 minutes. ______ per minute.
4. Pick four businesses from the Yellow pages of the phone book in order to fill out "Previous Employment."
5. Forty hours per week is considered full time.

BEST COP

Performance Indicator: 6.5.2.1

APPLICATION FOR EMPLOYMENT

PERSONAL INFORMATION (Print)

DATE ____________ SOCIAL SECURITY NUMBER ____________

NAME ____________ LAST ____________ FIRST ____________ MIDDLE

PRESENT ADDRESS ____________ STREET ____________ CITY ____________ STATE ____________ ZIP CODE

PERMANENT ADDRESS ____________ STREET ____________ CITY ____________ STATE ____________ ZIP CODE

PHONE NO. ____________

IF RELATED TO ANYONE IN OUR EMPLOY, STATE NAME AND DEPARTMENT ____________ REFERRED BY ____________

EMPLOYMENT DESIRED

POSITION ____________ DATE YOU CAN START ____________ SALARY DESIRED ____________

ARE YOU EMPLOYED NOW? ____________ IF SO MAY WE INQUIRE OF YOUR PRESENT EMPLOYER ____________

EVER APPLIED TO THIS COMPANY BEFORE? ____________ WHERE ____________ WHEN ____________

*The Age Discrimination in Employment Act of 1967 prohibits discrimination on the basis of age with respect to individuals who are at least 40 but less than 65 years of age.

EDUCATION	NAME AND LOCATION OF SCHOOL		DID YOU GRADUATE? *	SUBJECTS STUDIED
GRAMMAR SCHOOL				
HIGH SCHOOL				
COLLEGE				
TRADE, BUSINESS OR CORRESPONDENCE SCHOOL				

SUBJECTS OF SPECIAL STUDY OR RESEARCH WORK ____________

WHAT FOREIGN LANGUAGES DO YOU SPEAK FLUENTLY? ____________ READ ____________ WRITE ____________

ACTIVITIES: CIVIC, ATHLETIC, ETC. ____________

(EXCLUDE ORGANIZATIONS THE NAME OR CHARACTER OF WHICH INDICATES THE RACE, CREED, SEX, MARITAL STATUS, AGE, COLOR OR NATIONAL ORIGIN OF ITS MEMBERS)

10-72

BEST COPY

Performance Indicator: 6.5.2.1

Name ______________________ Period _____

Teacher ______________________ Date ______

Use information sheet to complete this form.

APPLICATION FOR EMPLOYMENT

PLEASE PRINT ALL INFORMATION

PERSONAL

NAME (LAST, FIRST, MIDDLE INITIAL) (MAIDEN NAME)

AGE

FEDERAL AND STATE LAWS PROHIBIT DISCRIMINATION ON THE BASIS OF SEX; AND ON THE BASIS OF AGE WITH RESPECT TO INDIVIDUALS WHO ARE AT LEAST 40, BUT LESS THAN 65 YEARS OF AGE.

ADDRESS (NO., STREET, CITY, STATE, ZIP)

YEARS THERE

HOME PHONE NO.

WORK PHONE NO.

SOCIAL SECURITY NO.

DATE OF BIRTH

HEIGHT

WEIGHT

U.S. CITIZEN OR RESIDENT ALIEN ☐ YES ☐ NO

☐ RENT HOME ☐ OWN HOME ☐ LIVING WITH PARENTS OR RELATIVES

SINGLE ☐ MARRIED ☐ WIDOWED ☐ DIVORCED ☐ SEPARATED ☐

IF MARRIED IS SPOUSE EMPLOYED ☐ YES ☐ NO

IF YES, NAME OF COMPANY

NO. OF MINOR CHILDREN

THEIR AGES

DATE OF U.S. MILITARY SERVICE FROM: TO:

BRANCH

RANK AT DISCHARGE

TYPE OF DISCHARGE

WHO REFERRED YOU TO CONTINENTAL?

ARE YOU PRESENTLY EMPLOYED YES ☐ NO ☐

IF YES, AMOUNT OF TERMINATION NOTICE REQUIRED BY YOUR PRESENT EMPLOYER

HAVE YOU EVER BEEN EMPLOYED YES ☐ NO ☐

IF YES, WHERE AND WHEN

IF YOU ARE DIRECTLY RELATED TO AN EMPLOYEE, GIVE NAME, POSITION OR OCCUPATION, AND RELATIONSHIP

IN CASE OF EMERGENCY NOTIFY:

NAME RELATIONSHIP ADDRESS TEL. NO.

CHECK ANY OF THE FOLLOWING CONDITIONS YOU HAVE HAD:

☐ EPILEPSY ☐ HERNIA ☐ HEART TROUBLE ☐ DIABETES ☐ TUBERCULOSIS

☐ RHEUMATISM ☐ ARTHRITIS ☐ BACK TROUBLE ☐ DERMATITIS ☐ IF NONE, CHECK HERE

DO YOU WEAR GLASSES ☐ YES ☐ NO

DO YOU HAVE A HEARING PROBLEM ☐ YES ☐ NO

HAVE YOU EVER LOST TIME FROM WORK FOR INDUSTRIAL INJURY ☐ YES ☐ NO EXPLAIN:

HAVE YOU EVER BEEN CONVICTED OF A CRIME (OTHER THAN TRAFFIC VIOLATIONS) ☐ YES ☐ NO

IF YES, EXPLAIN:

LIST TYPE OR TYPES OF WORK DESIRED:	EXPLAIN QUALIFICATIONS FOR WORK DESIRED:
1.	1.
2.	2.
3.	3.

CHECK TIMES YOU ARE WILLING TO WORK: ☐ DAY SHIFT ☐ 2ND SHIFT ☐ 3RD SHIFT ☐ SATURDAYS ☐ SUNDAYS OR HOLIDAYS

MINIMUM RATE OF PAY YOU WOULD ACCEPT?

WHEN COULD YOU START WORK?

EDUCATION

EDUCATIONAL INSTITUTION	LOCATION (CITY, STATE)	DATES ATTENDED				DIPLOMA, DEGREE OR CREDITS EARNED	CLASS STANDING				MAJOR SUBJECTS STUDIED
		FROM		TO							
		MO	YR	MO	YR		TOP QUAR	2ND QUAR	3RD QUAR	4TH QUAR	
GRADE SCHOOL											
HIGH SCHOOL											
COLLEGE											
VOCATIONAL OR TRADE											
OTHER											

APPRENTICE TRAINING: CRAFT COMPANY YEARS

DID YOU EARN PART OR ALL OF YOUR EXPENSES WHILE IN SCHOOL? ☐ YES ☐ NO

IF "YES" EXPLAIN:

LIST ATHLETIC ACTIVITIES YOU PARTICIPATE IN:

WHAT ARE YOUR HOBBIES?

BEST COPY

Performance Indicator: 6.5.2.1

Name ____________________ Period _____

Teacher ____________________ Date _______

APPLICATION FOR EMPLOYMENT

BEST COPY

WRITE KIND OF WORK WANTED

1. ____________________
2. ____________________
3. ____________________

DATE ____________________

PRINT NAME ____________________
LAST FIRST MIDDLE

____________________ SOCIAL SECURITY NO.

STREET ADDRESS ____________________ CITY ____________ ZONE ________ STATE ________ NEAREST PHONE ____________

HOME	CHECK WHICH	MARITAL	CHECK WHICH
OWN HOME		SINGLE	
RENT HOME		MARRIED	
RENT ROOM		WIDOW OR WIDOWER	
BOARD		SEPARATED	
LIVE WITH PARENTS		DIVORCED	

U. S. MILITARY SERVICE

FROM ____________ TO ____________

BRANCH ____________ RANK ____________

PROMOTIONS ____________________

INJURIES ____________________

DRAFT STATUS ____________________

DATE OF BIRTH ____________________ Age ________

RESIDENT OF STATE SINCE ____________________

Name of husband or wife ____________________ Occ. ________

Number of children under 18 years ____________________

Number of additional dependents ____________________

IN CASE OF EMERGENCY NOTIFY

NAME ____________________
ST. ____________________
CITY & STATE ____________________
PHONE ____________________

RECORD OF BUSINESS EXPERIENCE

FROM - TO	NAME OF COMPANY (Show Present Position First)	ADDRESS	NAME OF SUPERVISOR	NATURE OF WORK	SALARY	REASON FOR SEPARATION
1						
2						
3						
4						
5						

On what office machines are you skilled? ____________________

Dictation speed ____________________ Typing speed ____________________

EDUCATIONAL RECORD

KIND	NAME OF SCHOOL	DATES ATT. FROM—TO	YEARS CREDIT	DEGREE	YEAR GRAD.	COURSE	LANGUAGES (Check Which)	Speak	Read	Write
GRADE							ENGLISH			
HIGH							GERMAN			
COLLEGE							ITALIAN			
TECH.							FRENCH			
OTHER							SPANISH			

HEALTH STATUS

Have you a physical defect or disability? ____________________

If "yes" state nature of defect ____________________

____

If you have had a serious illness within the past three years, please explain ____________________

____

If your physical condition limits your activities, please explain. ____________________

____________________ 10-74 ____________________

[illegible] examination

Performance Indicator: 6.5.2.1

Name ______________________ Period _____

Teacher ______________________ Date _____

EMPLOYMENT APPLICATION

Date ______________

Name (print) ______________ Soc. Sec. No. ______________ Birthdate ______________

Address ______________ ______________ ______________ Phone Home ______ Other ______

street city and state zip code

Height ______ Weight ______ U. S. Citizen ______ Military Status ______________

Military Service (date entered and left, rank or rating) ______________

Years residence of: (1) Local Area ______ (2) State ______ Previous Address ______________

Buying or own home, rent, board or live with relatives ______________

Are you presently in good health? ☐ Yes ☐ No

If "No" explain ______________

Education ______________ School last attended ______________

no. years attended

Trade school or special courses ______________

REFERENCES TO YOUR PRESENT AND PREVIOUS EMPLOYERS

Name and Address of Employers	Kind of Business	Length of Service		Nature of Work	Reason for Leaving
		From	To		
1.					
2.					
3.					

KIND OF WORK YOU ARE APPLYING FOR:

1. ______________
2. ______________
3. ______________

Would you work any shift? ______ Preference ______________ When can you start work? ______________

Would you accept other work? ______ Other work done ______________

Hobbies and other interests ______________

If previously employed by this company, give last location, job and date ______________

Do you know anyone who works here? ______ If so, who? (1) ______________ (2) ______________

List below: (1) a character reference (not a relative) and (2) person to notify in case of emergency

(1) Name ______________ Address ______________ Phone ______________

(2) Name ______________ Address ______________ Phone ______________

10-75

BEST COPY

SIGN HERE ______________

signature of applicant

Name ____________ Period ______

Teacher ____________ Date ______

MY PERSONAL HISTORY
STUDY SHEET

NAME ______________________________ Male ☐
LAST FIRST MIDDLE Female ☐

ADDRESS ______________________________ HOW LONG AT THIS ADDRESS? ______ YEARS
NUMBER STREET CITY STATE ZIP

PREVIOUS ADDRESS ______________________________ HOW LONG AT THIS ADDRESS? ______ YEARS
NUMBER STREET CITY STATE ZIP

TELEPHONE ____________ SOCIAL SECURITY NUMBER ____________ DRIVER'S LICENSE? ☐ YES ☐ NO

AGE ______ YEARS DATE OF BIRTH ____________ HEIGHT ______ FEET ______ INCHES
MONTH DAY YEAR

PLACE OF BIRTH ____________________ WEIGHT ______ POUNDS
CITY STATE

Father's name ______________________________
LAST FIRST MIDDLE

Mother's name ______________________________
LAST FIRST MIDDLE

Father's occupation ____________ Mother's occupation ____________

Are you single? married? divorced? seperated? widow? widower? (Circle the answer.)

Name any language you know other than English: ______________________________

How well do you know it? (Underline the answer.) understand? speak? read? write?

Performance Indicator: 6.5.2.1

10-76

BEST COPY

Item Specification

Commom X

Minimum ____

Content Area: LANGUAGE ARTS

Grade: 10

Strand: 6.0 - WRITTEN EXPRESSION

Skill Area: 6.5 - Practical writing

Skill: 6.5.4 - Advanced writing

Performance Indicator: 6.5.4.2 - The student will write a term/research paper.

Performance Mode: Teacher Observation

Item Stem Characteristics:

Distracter Characteristics:

Example:
00. Directions:

BEST COPY

PERFORMANCE INDICATOR 6.5.4.2

GRADE 10

GRADES TAUGHT: 10

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: 6.5.4.1

TEXTBOOK REFERENCES:
Warriners English Grammar and Composition, Fourth Course.

OTHER RESOURCES:
Department activities booklet for using the library

SUGGESTIONS FOR IMPLEMENTATION:

1. Have students turn in each portion of paper before progressing to next step.
2. Have students write their rough drafts in class.
3. Have peer response groups review first draft and make suggestions in addition to teacher review.

BEST COPY

7.0 SPEAKING

Item Specification

Common X

Minimum ____

Content Area: LANGUAGE ARTS

Grade: 10

Strand: 7.0 - SPEAKING

Skill Area: 7.1 - Mechanics of speaking

Skill: 7.1.1 - Understanding the mechanics of speech

Performance Indicator: 7.1.1.1 - The student will practice clear, audible, and appropriate speech.

Performance Mode: Teacher Observation

Item Stem Characteristics:

Distracter Characteristics:

Example:

00. Directions:

Stimulus:

Responses:

A.

B.

C.

D.

PERFORMANCE INDICATOR 7.1.1.1

GRADE 10

GRADES TAUGHT: K - 11

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS:

2.3.2.2. - 2.4.2.1 - 2.4.2.2 - 3.1.2.5 - 3.1.2.7 - 7.2.4.1

TEXTBOOK REFERENCES:

NONE

OTHER RESOURCES:

1. "Language Levels" MAL Publication
2. Phrase and Word Origins. Heald, Ed. Harcourt and Brace, Pub.
3. A dictionary
4. School nurse
5. Speech therapist
6. Grammar and Composition, 4th Course. Warriner, Harcourt, Brace

SUGGESTIONS FOR IMPLEMENTATION:

1. To test the "clear, audible" speech section of the indicator, it is suggested that the telephone kit from Bell Telephone Co. might be used or tape recording the student's voice might be done.

2. Vocabulary study schould aid in student's word choice, as well as using a Thesaurus.

3. Discuss with students the colloquial pronunciation of words in America and influences of television to modify differences.

4. Discuss pronunciation of words with silent letters, such as "often" and use of a double negative such as "irregardless."

Item Specification

Commom X

Minimum ________

Content Area: LANGUAGE ARTS

Grade: 10

Strand: 7.0 - SPEAKING

Skill Area: 7.2 - Verbal communications

Skill: 7.2.2 - Speaking for a variety of audiences and purposes

Performance Indicator: 7.2.2.3 - The student will present and exchange ideas in a discussion.

Performance Mode: Teacher Observation

Item Stem Characteristics:

Distracter Characteristics:

Example:

00. Directions:

Stimulus:

Responses:

A.

B.

C.

D.

PERFORMANCE INDICATOR 7.2.2.3

GRADE 10

GRADES TAUGHT: 5 - 11

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS:

NONE

TEXTBOOK REFERENCES:

NONE

OTHER RESOURCES:

1. 38 Basic Speech Experiences. Carlile Ed., Clark Pub. Co.
2. Grammar and Composition, Grade 10. Warriner. Harcourt and Brace.
3. The Teaching of Speech. Weaver. Prentice-Hall, Inc.
4. Speech: Principles and Practice. Frost. Scott, Foresman and Co.
5. Discussion. Library of Congress.
6. Grammar and Composition, Complete Course. Warriner. Harcourt and Brace

SUGGESTIONS FOR IMPLEMENTATION:

1. The Discussion booklet mentioned above addresses itself to ten discussion skills and exercises for improving these skills, ranging from "getting acquainted" to "responding" to "other contributions" to "arriving at a concensus."

Item Specification

Common X

Minimum

Content Area: LANGUAGE ARTS

Grade: 10

Strand: 7.0 - SPEAKING

Skill Area: 7.2 - Verbal communications

Skill: 7.2.3 - Organizing ideas for formal presentation

Performance Indicator: 7.2.3.1 - The student will select appropriate speech topics for informing and demonstrating.

Performance Mode: Teacher Observation

Item Stem Characteristics:

Distracter Characteristics:

Example:

00. Directions:

Stimulus:

Responses:

A.

B.

C.

D.

PERFORMANCE INDICATOR 7.2.3.1

GRADE 10

GRADE TAUGHT: 7 - 11

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS:

NONE

TEXTBOOK REFERENCES:

NONE

OTHER RESOURCES:

1. Speech: Principles and Practice. Frost. Scott, Foresman and Co.
2. The Teaching of Speech. Weaver. Prentice-Hall, Inc.
3. 38 Basic Speech Experiences. Carlile, Ed. Clark Pub. Co.

SUGGESTIONS FOR IMPLEMENTATION:

1. Use of "clustering" techniques will help in generating ideas.
2. Each student could be responsible for listing three speech subjects as homework; collect the next day and review them before allowing students to draw them from a hat.
3. San Diego Writing Project lists for composition might lend themselves to this indicator.

Item Specification

Commom X

Minimum ________

Content Area: LANGUAGE ARTS

Grade: 10

Strand: 7.0 - SPEAKING

Skill Area: 7.2 - Verbal communications

Skill: 7.2.3 - Organizing ideas for formal presentation

Performance Indicator: 7.2.3.2 - The student will use correct outlining procedures for formal speeches.

Performance Mode: Teacher Observation

Item Stem Characteristics:

Distracter Characteristics:

Example:

00. Directions:

Stimulus:

Responses:

A.

B.

C.

D.

PERFORMANCE INDICATOR 7.2.3.2

GRADE 10

GRADES TAUGHT: 7 - 11

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS:

6.4.1.1 - 6.4.1.2 - 6.5.4.1 - 6.5.4.2 - 6.5.4.3 - 4.1.2.1

TEXTBOOK REFERENCES:

Grammar and Composition, Fourth Course. Warriner. Harcourt, Brace.

OTHER RESOURCES:

1. All the other levels of Warriner's Grammar and Composition courses.
2. 38 Basic Speech Experiences. Carlile, Ed. Clark Publishing Co.
3. "How to Write Your Term Paper." Yaggy. Harper, Row Publishers

SUGGESTIONS FOR IMPLEMENTATION:

1. The experience in this performance indicator may parallel written expression outlining listed in indicator 6.4.1.1. Note attached sample speech outline for grade nine, performance indicator 7.2.3.2.
2. It is suggested that the topical outlining format be followed for the body of the speech.
3. Students must be aware of the titles and functions of each portion of the outline before they create their own.

SAMPLE SPEECH OUTLINE SHEET

I. Introduction

  A. "Wake-up"
  (The purpose of a wake-up is to get the attention of the audience; it might be a humorous remark, a question, or a jingle.)

  B. Thesis statement
  (This is a topic sentence telling the audience just what you are going to talk about in your speech.)

  C. Overview
  (There must be at least three (3) overview points; these points are the main points you wish to stress in the body of your speech. If you have a long speech, these points are actually spoken after the introductory thesis is spoken; if it is a short speech, these points may be spoken only once, from their position in the body of the speech, before you launch into their explanation.)
  They MUST be stated in sentence form.

II. Body

  A.
    1.
    2. In this part of your speech, you give the information to inform or persuade your audience. Be sure you organize your material well. A.B.C. and additional points in the body of the speech are identical to those in the overview. They are complete sentences; however, the numbers 1. 2., etc. are used just to list one or two word "topic" reminders to organize the rest of the sub-topics you wish to discuss.

  B.
    1.
    2.
    3.
    4.

  C.
    1.
    2.
    3.

III. Conclusion

This is a summary of your speech. You might also use a jingle, restate your thesis sentence in a summary or call the audience to action with a direct statement.

Item Specification

Common X

Minimum ______

Content Area: LANGUAGE ARTS

Grade: 10

Strand: 7.0 - SPEAKING

Skill Area: 7.2 - Verbal communications

Skill: 7.2.4 - Presenting speeches

Performance Indicator: 7.2.4.1 - The student will present a speech to inform, to demonstrate, or to persuade.

Performance Mode: Teacher Observation

Item Stem Characteristics:

Distracter Characteristics:

Example:

00. Directions:

Stimulus:

Responses:

A.

B.

C.

D.

PERFORMANCE INDICATOR 7.2.4.1

GRADE 10

GRADES TAUGHT: 7 - 11

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS:

3.3.1.4 - 5.1.2.5 - 6.3.2.3 - 6.3.4.2 - 6.3.4.3 - 6.4.1.2

TEXTBOOK REFERENCES:

NONE

OTHER RESOURCES:

1. The Teaching of Speech. Weaver. Prentice-Hall, Inc.
2. Speech: Principles and Practice. Frost. Scott-Foresman and Co.
3. 38 Basic Speech Experiences. Carlile, Ed. Clark Pub. Co.
4. English Grammar and Composition, Complete Course. Warriner. Harcourt, Brace.

SUGGESTIONS FOR IMPLEMENTATION:

1. Since there should be progression in speech experiences, giving speeches to inform which have much more depth and length than ninth grade students produced, is suggested for tenth grade. A suggested rubric is attached.
2. A review of outlining, preliminary speech activities and speaking concepts should occur.
3. Sources for speech topics might be knowledge garnered from other elective or required courses in which the student is enrolled, as well as the library experiences in the obtaining information strand.
4. For efficiency in instruction, performance indicator 6.5.4.2, the term/research paper may be used as a basis for this speech activity.

SUGGESTED RUBRIC FOR SPEECH TO INFORM

	POOR	GOOD	EXCELLENT
KNOWLEDGE OF SUBJECT (Was it complete and thorough?)			
ORGANIZATION OF INFORMATION (Was it logical, orderly and coherently presented?)			
PHYSICAL PRESENTATION (Were poise, voice, gestures and eye contact appropriate?)			

OVER-ALL GRADE OF ____________

To the Teachers:

You may wish space for comments, also. It is suggested that 50% of the grade is determined by peer grading and 50% by teacher evaluation. A majority of the time, they're entirely in agreement!

8.0 LITERATURE

Item Specification

Common x

Minimum ____

Content Area: LANGUAGE ARTS

Grade: 10

Strand: 8.0 LITERATURE

Skill Area: 8.5 Poetry

Skill: 8.5.4 Interpreting poetry

Performance Indicator: 8.5.4.3 The student will recognize the main idea.

Performance Mode: Given a reading selection and three choices, the student will select the main idea.

Item Stem Characteristics: The item stem will consist of a reading selection and three choices. The accompanying question will ask the student to select the main idea.

Distracter Characteristics: The distracters will consist of ideas taken from the selection which are not the main idea.

Example:

00. Directions: Select the main idea for the following poem:

Stimulus: TO HAVE AND TOO OLD

The bride, white of hair, is stooped over her cane,
  Her faltering footsteps need guiding,
While down the church aisle, with a wan, toothless smile,
  The groom in a wheel chair comes riding.

And who is this elderly couple, you ask?
  You'll find, when you've closely explored it,
That here is that rare, most conservative pair,
  Who waited till they could afford it.

Responses:

A. A couple should wait until they are old to marry.

B. A couple should only marry when they can afford to.

C. If a couple waits until they can afford to marry, they will be very old.

(C)

PERFORMANCE INDICATOR 8.5.4.3

GRADE 10

GRADES TAUGHT: 7 - 10

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS:

TEXTBOOK REFERENCES:

Adventures in Living. Harcourt, Brace & Co.

Adventures in Appreciation. Harcourt, Brace & Co.

OTHER RESOURCES:

Fundamentals of Poetry. Language Kit Co.

About Poetry (pamphlet). Channing L. Bete Co., Inc.

Man in the Poetic Mode. McDougal, Littell & Co.

This Land is Mine. Hine. J. B. Lippincott Co.

An Introduction to Poetry. Kennedy. Little, Brown & Co.

Poems: American Themes. Levy. Amsco School Publications, Inc.

SUGGESTIONS FOR IMPLEMENTATION:

1. Present poem without titles. Have students title poems.
2. Provide opportunities for large group to identify main ideas.
3. Have small groups identify main idea and compare outcomes in group discussion.
4. Provide pre-reading background in main idea through discussion, learning logs, or personal journals.
5. Provide photos or art work depicting similar main ideas.

Common ____________

Minimum X

Item Specification

Content Area: LANGUAGE ARTS

Grade: 10

Strand: 8.0 - LITERATURE

Skill Area: 8.7 - Literary Interpretation

Skill: 8.7.1 - Understanding basic interpretive elements

Performance Indicator: 8.7.1.1. - The student will identify specific denotative elements of literary passages.

Performance Mode: After reading the passage, the student will select the correctly denoted element from four options.

Item Stem Characteristics: The item stem will consist of a passage and four options concerning a denoted element within the passage. The student will be directed to read the passage and to select the correctly denoted element from four choices.

Distracter Characteristics: The distracters will be incorrect responses.

Example:

00. Directions: Read the following passage. Then select the response which correctly states a fact from the passage.

Stimulus:

See attached

Responses:

A.

B.

C.

D.

grade 10

MULTIPLE CHOICE ITEMS

Area LANGUAGE ARTS

Performance Indicator 8.7.1.1 Item Number EXAMPLE

Directions: Read the following passage. Then select the response which correctly states a fact from the passage.

Stimulus:

Victory Call and the others instantly galloped down on the herd, shouting their hunting cries. Victory Call had picked out a buffalo and was attempting the most difficult charge, a head-on approach the Pawnee called de frente. The Spanish explorer Coronado had seen this frontal method of attack and given it its name in 1640. It had not changed in the 200 years since it was named. Should it succeed, it would bring Victory Call good luck for the rest of the summer hunt.

He swiftly approached the buffalo, feinting his horse to whichever side the buffalo turned but continuing his headlong charge. The buffalo was confused and did not break and run. At the last moment Victory Call shot him directly in the chest and rode by with a whoop. In de frente shots, the arrow must be placed just to the left of the thick breastbone so it will penetrate the heart and lungs. An inch either way it will either bounce off the bone or miss a vital organ, and the buffalo will get away before the hunter can wheel for another pass.

Responses:

A. Coronado had given Victory Call his name.

B. The Indians charged the herd as quietly as possible.

C. In de frente shots, the Indian must have good aim.

D. The buffalo Victory Call was hunting escaped.

Correct Response: C

Field-Tested ☐ 1
☐ 2
☐ 3

Date:________ Validity Check______ (Initials)

10-96

Common ______
Minimum X

Item Specification

Content Area: LANGUAGE ARTS

Grade: 10

Strand: 8.0 - LITERATURE

Skill Area: 8.7 - Literary Interpretation

Skill: 8.7.1 - Understanding basic interpretive elements.

Performance Indicator: 8.7.1.2 - The student will recognize correct order of action in a literary passage.

Performance Mode: After reading the passage, the student will select the correct order of action from four options.

Item Stem Characteristics: The item stem will consist of a passage and four options of order of action. The student will be directed to read the passage and to select the correct order of action from the four options.

Distracter Characteristics: The distracters will be in an incorrect order.

Example:

00. Directions: Read the following passage. Then select the correct order of action from the four choices.

Stimulus:

(see attached sheet)

grade 10

MULTIPLE CHOICE ITEMS

Area LANGUAGE ARTS

Performance Indicator 8.7.1.2 Item Number EXAMPLE

Directions: Read the following passage. Then select the correct order of action from the four choices.

Stimulus:

Alone among Indians, the brave woman stood firm. "Return my children to me," she demanded. Surprised by the woman's courage, the Indians gave the kidnapped children to her. Then Mrs. Hendee quickly picked up the frightened captives, carried them across the river, and left them on the bank. Then, while the startled Indians watched, the woman returned several times to rescue other children. Impressed by her bravery, the Indians carried Mrs. Hendee across the river themselves after her final trip. Then, head held high, herding all the children before her, Mrs. Hendee walked with dignity into the forest.

Here is a list of four actions from the passage. Select the group of numbers that show the correct order of actions for this passage.

1. Mrs. Hendee picked up her own children.
2. Mrs. Hendee demanded the return of her own children.
3. The Indians carried Mrs. Hendee across the river.
4. Mrs. Hendee herded the children before her.

a. 1, 2, 4, 3
b. 2, 1, 4, 3
c. 2, 1, 3, 4
d. 1, 2, 3, 4

Correct Response C

Field-Tested ☐

☐

Date: ____ Validity Check ____(Initials) ☐

Common ______________

Item Specification

Minimum X

Content Area: LANGUAGE ARTS

Grade: 10

Strand: 8.0 - LITERATURE

Skill Area: 8.7 - Literary Interpretation

Skill: 8.7.1 - Understanding basic interpretive elements

Performance Indicator: 8.7.1.3 - The student will choose the summarizing statement that best reflects the central concept of a literary passage.

Performance Mode: After reading the selected passage, the student will select from four options the statement that reflects the central concept of the passage.

Item Stem Characteristics: The item stem will consist of a passage and four options concerning the central concept of the passage. The student will be directed to read the passage and to select the correct response from four options.

Distracter Characteristics: The distracters will be statements which refer to the passage, but do not make correct summarizing statements about the central concept of the passage.

Example:

00. Directions: Read the following passage. Then select the statement that gives the central concept of the passage.

Stimulus: See attached.

Responses:

A.

B.

C.

D.

grade 10

MULTIPLE CHOICE ITEMS

Area LANGUAGE ARTS

Performance Indicator 8.7.1.3 Item Number EXAMPLE

Directions: Read the following passage. Then select the statement that gives the central concept of the passage.

Stimulus:

In the late 1940's it was discovered that new sounds could be produced by recording ordinary sounds on tape and then speeding up or slowing down the tape. Today there are many different ways of using electronics to make music. Machines called synthesizers contain several types of electronic equipment that can be played like an organ. Electronically produced sounds are often combined with sounds of musical instruments or human voices. Milton Babbitt's Philomela, for example, mingles the voice of a soprano with sounds a synthesizer has produced.

Responses:

A. Varying the speed of taped recordings produces new sounds.

B. Electronics creates many new musical sounds.

C. Synthesizers create new electronic music.

D. Philomela is a musical piece combining human and electronic sounds.

Correct Response: B

Field-Tested ☐ 1 ☐ 2 ☐ 3

Date: ______ Validity Check ______ (Initials)

Common_____________

Item Specification

Minimum X

Content Area: LANGUAGE ARTS

Grade: 10

Strand: 8.0 - LITERATURE

Skill Area: 8.7 - Literary Interpretation

Skill: 8.7.1 - Understanding basic interpretive elements.

Performance Indicator: 8.7.1.4 - The student will chose the correct statement of cause and effect relationships of a selected literary passage.

Performance Mode: After reading the selected passage, the student will select from four options the statement that correctly shows the cause or effect relationship existing within the passage.

Item Stem Characteristics: The item stem will consist of a passage and four options concerning cause or effect relationship. The student will be directed to read the passage and to select the correct response from four options.

Distracter Characteristics: The distracters will be statements referring to the passage, but will be incorrect cause or effect relationships.

Example:

00. **Directions:** Read the following passage. Then select the statement that gives a correct cause/effect relationship.

Stimulus:

Responses: See attached.

A.

B.

C.

D.

MULTIPLE CHOICE ITEMS

Area LANGUAGE ARTS

Performance Indicator 8.7.1.4 Item Number EXAMPLE

Directions: Read the following passage. Then select the statement that gives a correct cause or effect relationship.

Stimulus:

Captain Charles Cunningham Boycott was an English agent in charge of some land in Ireland in 1880. When he announced that he was raising rents on the land and evicting some of the tenants, they banded together. They persuaded everyone around to have nothing to do with Captain Boycott. His mail wasn't delivered, he couldn't get food, and no shop owner would sell anything at all to him. He was treated as an outcast. The tactic worked; Boycott gave up and went back to England. Today, the word boycott means to have nothing to do with a person or group.

Responses: An effect of the action against Captain Boycott was:

A. the eviction of some of his tenants.

B. he announced that he was raising rents.

C. a new meaning for the word boycott.

D. the tenants banded together.

Correct Response: C

Field-Tested ☐ 1
☐ 2
☐ 3

Date:________ Validity Check______ (Initials)

Common ____X____

Minimum ____________

Item Specification

Content Area: LANGUAGE ARTS

Grade: 10

Strand: 8.0 Literature

Skill Area: 8.1 Literary Interpretation

Skill: 8.7.1 Understanding basic interpretive elements

Performance Indicator: 8.7.1.5 The student will demonstrate the ability to draw conclusions.

Performance Mode: Given a reading selection, a stimulus, and four statements that complete the stimulus, the student will select the statement that draws a correct conclusion.

Item Stem Characteristics: The item stem will consist of a reading selection, a stimulus, and four choices that complete the stimulus. The student will be directed to choose the response that correctly completes the statement.

Distracter Characteristics: The distracters will be responses that do not correctly complete the statement.

Example:

00. Directions: Choose the response that correctly completes the statement about the following selection.

Stimulus: (See attached sheet)

Responses: (See attached sheet)

A.

B.

C.

D.

grade 10

MULTIPLE CHOICE ITEMS

Area LANGUAGE ARTS

Performance Indicator 8.7.1.5 Item Number Example

Directions: Choose the response that correctly completes the statement about the following selection.

Stimulus: Acro Art is a new plastic paper almost identical to ordinary paper visually but superior in performance. The product is literally impossible to tear and is very resistant to abrasion. These qualities make the plastic paper excellent for children's books. The paper is not subject to temperature changes or humidity, either indoors or outdoors. It is also resistant to ultraviolet light. Thus Acro Art outdoor signs and banners are more lasting than those composed of ordinary paper. Three other qualities make it more desirable than paper. It is almost stretch proof, it resists grease and water stains, and it is impervious to water.

You can conclude that:

Responses:

A. Acro Art will not burn.

B. Acro Art is a science-fiction dream.

C. Ordinary paper is not resistant to ultraviolet light

D. Acro Art will be cheaper to manufacture than ordinary paper.

Correct Response C

Field-Tested ☐ 1 ☐ 2 ☐ 3

Date: ____________ Validity Check _____(Initials)

Common ____X____

Item Specification

Minimum ________

Content Area: LANGUAGE ARTS

Grade: 10

Strand: 8.0 Literature

Skill Area: 8.1 Literary Interpretation

Skill: 8.7.1 Understanding basic interpretive elements.

Performance Indicator: 8.7.1.6 The student will use inferential reasoning to determine the correct response.

Performance Mode: Given a reading selection and four inferred statements, the student will choose the correct response.

Item Stem Characteristics: The item stem will consist of a reading selection and four choices. The student will be directed to choose the correct response.

Distracter Characteristics: The distracters will consist of statements that show incorrect inferential reasoning.

Example:

00. Directions: Choose the correct statement.

Stimulus: (See attached sheet)

Responses: (See attached sheet)

A.

B.

C.

D.

grade 10

MULTIPLE CHOICE ITEMS

Area LANGUAGE ARTS

Performance Indicator 8.7.1.6 Item Number Example

Directions: Choose the correct statement.

Stimulus: Then some of the ladies began to say that it was a disgrace to the town and a bad example to the young people. The men did not want to interfere, but at least the ladies forced the Baptist minister - Miss Emily's people were Episcopal - to call upon her. He would never divulge what happened during that interview, but he refused to go back again. The next Sunday Miss Emily and Homer Barron again drove about the streets, and the following day the minister's wife wrote to Miss Emily's relations in Alabama.

Responses:

A. Miss Emily's behavior was upsetting the people of the town.

B. The men and women of the town couldn't agree on anything.

C. The Baptist minister tried and failed to convince Miss Emily to attend church regularly

D. The townspeople wanted Miss Emily to get in touch with her relatives.

Correct Response A

Field-Tested ☐ 1 ☐ 2 ☐ 3

Date: _____ . Validity Check _____ (Initials)

9.0 LINGUISTIC COMPONENTS

Common X

Minimum

Item Specification

Content Area: LANGUAGE ARTS

Grade: 10

Strand: 9.0 Linguistic Components

Skill Area: 9.3 Pronoun System

Skill: 9.3.1 Using the personal pronoun correctly

Performance Indicator: 9.3.1.2 The student will use proper nominative forms.

Performance Mode: Given a sentence with one word deleted and four choices, the student will select the correct nominative case pronoun to fill in the blank.

Item Stem Characteristics: The item stem will direct the student to select the nominative case pronoun that would make the given sentence correct.

Distracter Characteristics: The distracters will be pronouns that are not the correct nominative form.

Example:

00. Directions: Select the pronoun that correctly completes the sentence.

Stimulus: _______ and Joan went home.

Responses:

A. He

B. Them

C. Me

D. Her

(A)

PERFORMANCE INDICATOR 9.3.1.2

GRADE 10

GRADES TAUGHT: 8 - 10

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS:

9.3.1.1 - 9.3.1.3 - 9.3.1.4

TEXTBOOK REFERENCES:

Warriner's English Grammar and Composition. Fourth Course. Warriner and Graham. Harcourt Brace Jovanovich. Heritage Edition.

OTHER RESOURCES:

1. Scholastic Grammar and Composition. Scholastic Magazine. Inc. Book 4.
2. Enjoying English. Wolfe, Delancey, Hamilton, and Howard. Random House. Book 10.
3. San Marcos High School Basic Skills Booklet. Unit 4.0. Basic Skills II.
4. Cornerstone English Skills Workbook. Fawcett and Sandberg. Houghton Mifflin Co.
5. Sentence Improvement. Moore. Houghton Mifflin Company.
6. Mastering Essential English Skills. Reynolds, Steet, Guillory. Laidlaw Brothers.
7. The English Language. Blumenthal and Zahner. Harcourt Brace Jovanovich.
8. Warriner's English Grammar and Composition. All levels.
9. Building Better English. John, Yates, Delaney. Harper and Row. Book 10.
10. Guide to Modern English. Corbin, Blough, and Beek. Scott, Foresman & Co. Grade 10.
11. Basic Skills in English. Littell, Editor. McDougal, Littell & Company. Book 4.

SUGGESTIONS FOR IMPLEMENTATION:

Pronoun usage errors occur most frequently with compound subjects. Have students test the pronoun by itself with the verb.

EXAMPLE:

Lois and ________ study.

I study or Me study.

Lois and I study.

Common ____________

Minimum ___X___

Item Specification

Content Area: LANGUAGE ARTS

Grade: 10

Strand: 9.0 Linguistic Components

Skill Area: 9.3 Pronoun System

Skill: 9.3.1 Using the personal pronoun correctly.

Performance Indicator: 9.3.1.3 The student will use proper objective forms.

Performance Mode: Given a sentence with one word deleted and four choices, the student will select the correct objective case pronoun to fill in the blank.

Item Stem Characteristics: The item stem will direct the student to select the objective case pronoun that would make the given sentence correct.

Distracter Characteristics: The distracters will be pronouns that are not the correct objective form.

Example:

00. Directions: Select the pronoun that correctly completes the sentence.

Stimulus: The hot chocolate burned Gail and ________.

Responses:

A. her

B. I

C. we

D. they

(A)

PERFORMANCE INDICATOR 9.3.1.3

GRADE 10

GRADES TAUGHT: 8 - 10

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS:

9.3.1.1. - 9.3.1.2 - 9.3.1.4

TEXTBOOK REFERENCES:

Warriner's English Grammar and Composition. Fourth Course. Warriner and Graham. Harcourt Brace Jovanovich. Heritage Edition.

OTHER RESOURCES:

1. Scholastic Grammar and Composition. Scholastic Magazine, Inc. Book 4.
2. Enjoying English. Wolfe, Delancey, Hamilton, and Howard. Random House. Book 10.
3. San Marcos High School Basic Skills Booklet. Unit 4.0. Basic Skills II.
4. Cornerstone English Skills Workbook. Fawcett and Sandberg. Houghton Mifflin Co.
5. Sentence Improvement. Moore. Houghton Mifflin Company.
6. Mastering Essential English Skills. Reynolds, Steet, Guillory. Laidlaw Brothers.
7. The English Language. Blumenthaland Zahner. Harcourt Brace Jovanovich.
8. Warriner's English Grammar and Composition. All levels.
9. Building Better English. John, Yates, Delaney. Harper and Row. Book 10.
10. Guide to Modern English. Corbin, Blough, and Beek. Scott, Foresman and Co. Grade 10.
11. Basic Skills in English. Littell, Editor. McDougal, Littell & Co. Book 4.

SUGGESTIONS FOR IMPLEMENTATION:

Most errors in the use of the objective case occur when the object is compound. To avoid these errors, try each pronoun separately with the verb.

EXAMPLE:

The Mayor met Tom and ______.

The Mayor met her or the Mayor met she.

The Mayor met Tom and her.

Item Specification

Common_________

Minimum__x_____

Content Area: LANGUAGE ARTS

Grade: 10

Strand: 9.0 LINGUISTIC COMPONENTS

Skill Area: 9.3 Pronoun System

Skill: 9.3.1 Using the personal pronoun correctly

Performance Indicator: 9.3.1.4 The student will use proper possessive forms.

Performance Mode: Given four sentences, the student will select the sentence that contains a possessive pronoun.

Item Stem Characteristics: The item stem will direct the student to select the sentence that contains a possessive pronoun.

Distracter Characteristics: The distracters will be sentences that contain pronouns other than possessive pronouns.

Example:

00. Directions: Select the sentence that contains a possessive pronoun.

Stimulus:

Responses:

A. That is his book.

B. She went home.

C. I like ice cream.

D. Look at her.

(A)

PERFORMANCE INDICATOR 9.3.1.4

GRADE 10

GRADES TAUGHT: 8 - 10

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: 9.3.1.1 - 9.3.1.3 - 9.3.1.2

TEXTBOOK REFERENCES:

Warriner's English Grammar and Composition. Fourth Course. Warriner and Graham. Harcourt brace jovanovich. Heritage Edition.

OTHER RESOURCES:

1. Scholastic Grammar and Compositon. Scholastic Magazine, Inc. Book 4.
2. Enjoying English. Wolfe, Delancey, Hamilton, and Howard. Random House. Book 10.
3. San Marcos High School Basic Skills Booklet. Unit 4.0. Basic Skills II.
4. Cornerstone English Skills Workbook. Fawcett and Sandberg. Houghton Mifflin Co.
5. Sentence Improvement. Moore. Houghton Mifflin Co.
6. Mastering Essential English Skills. Reynolds, Steet, Guillory. Laidwaw Brothers.
7. The English Language. Blumenthal and Zahner. Harcourt Brace Jovanovich.
8. Warriner's English Grammar and Composition. All levels.
9. Building Better English. John, Yates, DeLaney. Harper & row. Book 10.
10. Guide to Modern English. Corbin, Blough, and Beek. Scott, Foresman and Co. Gr. 10.
11. Basic Skills in English. Littell, Editor. McDougal, Littell & Co. Book 4.

SUGGESTIONS FOR IMPLEMENTATION:

The most common errors with possessive pronouns are made with these two words: "its" and "whose." Remind students that "it's" and "who's" are contractions and not possessive pronouns.

Item Specification

Commom X

Minimum ________

Content Area: LANGUAGE ARTS

Grade: 10

Strand: 9.0 LINGUISTIC COMPONENTS

Skill Area: 9.3 Pronoun System

Skill: 9.3.2 Using the relative pronoun correctly

Performance Indicator: 9.3.2.1 The student will use proper nominative forms.

Performance Mode: Given a sentence with one word deleted, the student will select the correct relative pronoun in the nominative case from the choices given.

Item Stem Characteristics: The item stem will direct the student to select the correct relative pronoun from the choices given.

Distracter Characteristics: The distracters will be relative pronouns that are not correct.

Example:

00. Directions: Select the relative pronoun that correctly completed the sentence.

Stimulus: Wait for Jim, __________ is coming later.

Responses:

A. who

B. whom

C. which

D. that

(A)

PERFORMANCE INDICATOR 9.3.2.1

GRADE 10

GRADES TAUGHT: 10

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: 9.6.2.2

TEXTBOOK REFERENCES:

Warriner's Grammar and Composition. Fourth Course. Warriner and Graham. Harcourt Brace Jovanovich. Heritage Edition.

OTHER RESOURCES:

1. Guide to Modern English. Corbin, Blough, and Beek. Scott, Foresman and Co. Gr.10.
2. Building English Skills. McDougal, Littel & Co. Blue level.
3. Basic Skills in English. Joy Littell. McDougal, Littell & Co. Book 4.
4. Mastering Essential English Skills. Reynolds, Steet, Guillory. Laidlaw Brothers.
5. Warriner's Grammar and Composition, Fifth Course.

SUGGESTIONS FOR IMPLEMENTATION:

1) When deciding whether a clause calls for "who" or "whom," first remove the clause from the sentence. Then have students ask themselves how the pronoun is used in its own clause: subject of verb, predicate nominative, object of verb, object of preposition. Once they have determined how the pronoun is used, students can select the correct form.

2) Remind students that the pronoun "which" relates to things only; "that" relates to things or people; "who," "whom," and "whose" relates to people only.

Item Specification

Commom X

Minimum ______

Content Area: LANGUAGE ARTS

Grade: 10

Strand: 9.0 LINGUISTIC COMPONENTS

Skill Area: 9.3 Pronoun System

Skill: 9.3.2 Using the relative pronoun correctly

Performance Indicator: 9.3.2.2 The student will use proper objective forms.

Performance Mode: Given a sentence with one word deleted, the student will select the correct relative pronoun in the objective case from the choices given.

Item Stem Characteristics: The item stem will direct the student to select the correct relative pronoun from the choices given.

Distracter Characteristics: The distracters will be relative pronouns that are not correct.

Example:

00. Directions: Select the relative pronoun that correctly completed the sentence.

Stimulus: He is a man ________ everyone likes.

Responses:

A. who

B. whom

C. which

D.

(B)

PERFORMANCE INDICATOR 9.3.2.2

GRADE 10

GRADES TAUGHT: 10

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: 9.6.2.2

TEXTBOOK REFERENCES:

Warriner's Grammar and Composition. Fourth Course. Warriner and Graham. Harcourt Brace Jovanovich. Heritage Edition.

OTHER RESOURCES:

1. Guide to Modern English. Corbin, Blough, and Beek. Scott, Foresman and Co. Grade 10.
2. Building English Skills. McDougal, Littel & Company. Blue level.
3. Basic Skills in English. Joy Littell. McDougal, Littell & Company. Book 4.
4. Mastering Essential English Skills. Reynolds, Steet, Guillory. Laidlaw Brothers.
5. Warriner's Grammar and Composition, Fifth Course.

SUGGESTIONS FOR IMPLEMENTATION:

1) When deciding whether a clause calls for "who" or "whom," first remove the clause from the sentence. Then have students ask themselves how the pronoun is used in its own clause: subject of verb, predicate nominative, object of verb, object of preposition. Once they have determined how the pronoun is used, students can select the correct form.

2) Remind students that the pronoun "which" relates to things only; "that" relates to things or people; "who," "whom," and "whose" relate to people only.

Item Specification

Commom X

Minimum

Content Area: LANGUAGE ARTS

Grade: 10

Strand: 9.0 LINGUISTIC COMPONENTS

Skill Area: 9.3 Pronoun System

Skill: 9.3.2 Using the relative pronoun correctly

Performance Indicator: 9.3.2.3 The student will use proper possessive forms.

Performance Mode: Given four sentences, the student will select the sentence that contains a relative pronoun in the possessive case.

Item Stem Characteristics: The item stem will direct the student to select the sentence that contains a relative pronoun in the possessive case.

Distracter Characteristics: The distracters will be relative pronouns that are not correct.

Example:

00. Directions: Select the sentence that contains a possessive relative pronoun.

Stimulus:

Responses:

A. Whose book is this?

B. This is the book that I like.

C. It was James whom I saw.

D. Do you know who it was?

(A)

PERFORMANCE INDICATOR 9.3.2.3

GRADE 10

GRADES TAUGHT: 10

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: 9.6.2.2

TEXTBOOK REFERENCES:

Warriner's Grammar and Composition. Fourth Course. Warriner and Graham. Harcourt Brace Jovanovich. Heritage Edition.

OTHER RESOURCES:

1. Guide to Modern English. Corbin, Blough, and Beek. Scott, Foresman and Co. Gr. 10.
2. Building English Skills. McDougal, Littel & Company. Blue level.
3. Basic Skills in English. Joy Littell, McDougal, Littell & Company. Book 4.
4. Mastering Essential English Skills. Reynolds, Steet, Guillory. Laidlaw Brothers.
5. Warriner's Grammar and Composition, Fifth Course.

SUGGESTIONS FOR IMPLEMENTATION:

Remind students that "who's" is a contraction for "who is" and "whose" is a relative pronoun.

Common X

Minimum

Item Specification

Content Area: LANGUAGE ARTS

Grade: 10

Strand: 9.0 Linguistic Components

Skill Area: 9.5 Basic Sentence Structures

Skill: 9.5.6 Techniques of combining two sentences through subordination

Performance Indicator: 9.5.6.1 The student will join two sentences by reducing one sentence to an adverb clause.

Performance Mode: Given two simple sentences, the student will combine them by reducing one sentence to an adverb clause.

Item Stem Characteristics: The item stem will direct the student to combine the two sentences by reducing one sentence to an adverb clause.

Distracter Characteristics: The distracters will be sentences that do not have an adverb clause.

Example:

00. Directions: Select the sentence that combines the following two sentences by reducing one sentence to an adverb clause.

Stimulus: She reached home..
She found the door locked.

Responses:

A. She found the door locked when she reached home.

B. She reached home, and she found the door locked.

C. She reached home; she found the door locked.

D. She reached home; however, she found the door locked.

(A)

PERFORMANCE INDICATOR C.5.6.1

GRADE 10

GRADES TAUGHT: 10

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: NONE

TEXTBOOK REFERENCES:

Warriner's English Grammar and Composition. Fourth Course.
Warriner and Graham. Harcourt Brace Jovanovich. Heritage Edition.

OTHER RESOURCES:

1. San Marcos High School Basic Skills Booklets. Unit 3.0 Basic Skills II.
2. Building Better English. John, Yates, and Delaney. Harper & Row. Book 10.
3. Guide to Modern English. Corbin, Blough, and Beek. Scott, Foresman, & Co. Gr. 10.
4. English Workshop. Blumenthal, Warriners, and Whitten. Harcourt Brace Jovanovich. Fourth Course.
5. Basic Skills in English. Joy Littell, McDougal, Littell & Co. Book 4.
6. Building English Skills. McDougal, Littell & Company. Blue Level.
7. Warriner's English Grammar and Composition. Other levels.

SUGGESTIONS FOR IMPLEMENTATION:

Give students practice identifying and writing sentences with adverb clauses that tell how, when, where, why, how much, or under what conditions.

Common X

Minimum

Item Specification

Content Area: LANGUAGE ARTS

Grade: 10

Strand: 9.0 Linguistic Components

Skill Area: 9.5 Basic Sentence Structures

Skill: 9.5.6 Techniques of combining two sentences through subordination

Performance Indicator: 9.5.6.2 The student will join two sentences by reducing one sentence to an adjective clause.

Performance Mode: Given two simple sentences, the student will combine them by reducing one sentence to an adjective clause.

Item Stem Characteristics: The item stem will direct the student to combine the two sentences by reducing one sentence to an adjective clause.

Distracter Characteristics: The distracters will be sentences that do not have an adjective clause.

Example:

00. Directions: Select the sentence that combines the following two sentences by reducing one sentence to an adjective clause.

Stimulus: Bill has a horse.
It jumps beautifully.

Responses:

A. Bill has a horse that jumps beautifully.

B. Bill has a horse, and it jumps beautifully.

C. Bill has a horse; it jumps beautifully.

D. Bill has a horse because it jumps beautifully.

(A)

PERFORMANCE INDICATOR 9.5.6.2

GRADE 10

GRADES TAUGHT: 10

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: NONE

TEXTBOOK REFERENCES:

Warriner's English Grammar and Composition. Fourth Course. Warriner and Graham. Harcourt Brace Jovanovich. Heritage Edition.

OTHER RESOURCES:

1. San Marcos High School Basic Skills Booklets. Unit 3.0 Basic Skills II.
2. Building Better English. John, Yates, and Delancey. Harper & Row, Book 10.
3. Guide to Modern English. Corbin, Blough, and Beek. Scott, Foresman, & Co. Grade 10.
4. English Workshop. Blumenthal, Warriner, and Whitten. Harcourt Brace Jovanovich. Fourth Course.
5. Basic Skills in English. Joy Littell, McDougal, Littell & Company. Book 4.
6. Building English Skills. McDougal, Littell & Company. Blue Level.
7. Warriner's English Grammar and Composition. Other levels.

SUGGESTIONS FOR IMPLEMENTATION:

Adjective clauses must modify a noun or a pronoun. Students can identify adjective clauses and the noun or pronoun it modifies in given sentences.

Remind students that adjective clauses often begin with the relative pronouns "who," "whom," "whose," "that," and "which."

Item Specification

Commom X

Minimum ________

Content Area: LANGUAGE ARTS

Grade: 10

Strand: 9.0 LINGUISTIC COMPONENTS

Skill Area: 9.6 Usage

Skill: 9.6.1 Making the subject and verb agree

Performance Indicator: 9.6.1.5 The student will make relative pronoun subjects and verbs agree.

Performance Mode: Given a sentence with a relative pronoun subject and the verb deleted, the student will select the verb that agrees with the relative pronoun subject.

Item Stem Characteristics: The item stem will direct the student to select the verb that agrees with the subject.

Distracter Characteristics: The distracter will be an incorrect verb.

Example:

00. Directions: Select the verb that agrees with the relative pronoun subject.

Stimulus: These are the designers who ________ planning our new house.

Responses:

A. are

B. is

C.

D.

(A)

PERFORMANCE INDICATOR 9.6.1.5

GRADE 10

GRADES TAUGHT: 10

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: 9.3.2.1

TEXTBOOK REFERENCES:

Warriner's English Grammar and Composition. Fourth Course. Warriner and Graham. Harcourt Brace Jovanovich. Heritage Edition.

OTHER RESOURCES:

1. Basic Skills in English. Joy Littell. McCougal, Littell & Co. Book 4.
2. Building English Skills. McDougal, Littell & Co. Blue level and yellow level.
3. Guide to Modern English. Corbin, Blough, and Beek. Scott, Foresman & Co. Bk. 10.
4. Building Better English. John, Yates, and DeLaney. Harper & Row. Grade 10.
5. Modern Grammar and Composition. Conlin and Herman. American Book Company.
6. Warriner's English Grammar and Composition. Other levels.

SUGGESTIONS FOR IMPLEMENTATION:

When a relative pronoun is used as the subject of the verb in the relative clause, the number of the verb depends upon the number of the pronoun's antecedent.

The problem of agreement arises when there are two word, either of which might be the antecedent of the relative pronoun. Usually the meaning of the sentence shows which word is the antecedent.

EXAMPLES:

Phil is one of those boys who are always happy.
(boys are always happy)

Liz is the only one of the girlswho has a scholarship.
(only one has a scholarship)

Item Specification

Common X

Minimum

Content Area: LANGUAGE ARTS

Grade: 10

Strand: 9.0 LINGUISTIC COMPONENTS

Skill Area: 9.6 Usage

Skill: 9.6.1 Making the subject and verb agree

Performance Indicator: 9.6.1.6 The student will make indefinite pronoun subjects and verbs agree.

Performance Mode: Given four sentences with indefinite pronoun subjects, the student will select the sentence in which subject and verb do NOT agree.

Item Stem Characteristics: The item stem will direct the student to select the sentence in which subject and verb do NOT agree.

Distracter Characteristics: The distracters will be sentences in which subjects and verbs do agree.

Example:

00. Directions: Select the sentence in which the subject and verb do NOT agree.

Stimulus:

Responses:

A. One of the apples are ripe.

B. Each is present.

C. Either seems good.

D. Everyone looks happy.

(A)

PERFORMANCE INDICATOR 9.6.1.6

GRADE 10

GRADES TAUGHT: 10

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: NONE

TEXTBOOK REFERENCES:

Warriner's English Grammar and Composition. Fourth Course. Warriner and Graham. Harcourt Brace Jovanovich. Heritage Edition.

OTHER RESOURCES:

1. Basic Skills in English. Joy Littell, McDougal, Littell & Company. Book 4.
2. Building English Skills. McDougal, Littell & Company. Blue Level and Yellow level.
3. Guide to Modern English. Corbin, Blough, and Beek. Scott, Foresman & Co. Book 10.
4. Building Better English. John, Yates, and Delaney. Harper & Row. Grade 10.
5. Modern Grammar and Composition. Conlin and Herman. American Book Company.
6. Warriner's English Grammar and Composition. Other levels.

SUGGESTIONS FOR IMPLEMENTATION:

Students need to remember which of the indefinite pronouns are singular, which are plural, and which ones can be used either way.

Students are sometimes confused by nouns in a phrase following the subject.

EXAMPLE:

One of the apples is ripe. (one is the subject, not apples)

When the words "some," "any," "none," "all," and "most" are followed by a phrase, the phrase will often help students decide whether the words are singular or plural.

Plural: None of his reasons were sound.

Singular: None of his money was taken.

Item Specification

Common X

Minimum ____

Content Area: LANGUAGE ARTS

Grade: 10

Strand: 9.0 LINGUISTIC COMPONENTS

Skill Area: 9.6 Usage

Skill: 9.6.2 Making the pronoun and antecedent agree

Performance Indicator: 9.6.2.2 The student will make relative pronouns and antecedents agree in selected sentences.

Performance Mode: Given a sentence with the relative pronoun deleted and two choices, the student will choose the relative pronoun that agrees with its antecedent.

Item Stem Characteristics: The item stem will direct the student to select the relative pronoun that agrees with its antecedent.

Distracter Characteristics: The distracter will be an incorrect relative pronoun.

Example:

00. Directions: Select the relative pronoun that agrees with its antecedent.

Stimulus: This is the place _____ I told you about.

Responses:

A. who

B. which

C.

D.

(B)

PERFORMANCE INDICATOR 9.6.2.2.

GRADE 10

GRADES TAUGHT: 10

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: 9.3.2.1, 9.3.2.2.

TEXTBOOK REFERENCES:
Warriner's English Grammar and Composition. Fourth Course. Warriner and Graham. Harcourt Brace Jovanovich. Heritage Edition.

OTHER RESOURCES:

1. Basic Skills in English. Joy Littell, McDougal, Littell & Company. Book 4.
2. Building English Skills. McDougal, Littell & Company. Blue Level and Yellow Level.
3. Guide to Modern English. Corbin, Blough, and Beck. Scott, Foresman and Co. Bk. 10.
4. Building Better English. John, Yates, and DeLancy. Harper & Kow. Grade 10.
5. Modern Grammar and Composition. Conlin and Herman. American Book Company.
6. Warriner's English Grammar and Composition. Other levels.

SUGGESTIONS FOR IMPLEMENTATION:

Students should have little difficulty determining the correct relative pronoun once they determine the antecedent.

Reminder to students: "who" refers to people or animals only; "which" refers to things; "that" may refer to either.

ELEVENTH GRADE

GRADE 11

STRAND: WORD ANALYSIS 2.0 *Denotes Minimum

GOAL: To develop word attack, spelling, and vocabulary skills

SKILL AREA	SKILL	PERFORMANCE INDICATOR
2.2 Vocabulary	2.2.6 Using word analogies to develop vocabulary	2.2.6 3 The student will state in sentence form the relationships and analogies of sets of words.

GRADE 11

STRAND: OBTAINING INFORMATION 3.0 *Denotes Minimum

GOAL: To develop locational skills

SKILL AREA	SKILL	PERFORMANCE INDICATOR
3.3 Library	3.3.1 Understanding and using the library	3.3.1.5 The student will select appropriate materials for a data gathering project.

GRADE 11

*Denotes Minimum

STRAND: LISTENING 5.0

GOAL: To develop listening skills in oral communication

SKILL AREA	SKILL	PERFORMANCE INDICATOR
5.1 Listening	5.1.3 Understanding and responding to fact vs. opinion	5.1.3.5 The student will differentiate fact from opinion after listening to an orally-presented editorial or a political speech.
	5.1.5 Understanding and responding to points of view	5.1.5.1 The student will summarize the two positions presented after listening to a dual-issue presentation.
		5.1.5.2 The student will interpret oral presentations of poetry and prose.

GRADE 11

STRAND: WRITTEN EXPRESSION 6.0 *Denotes Minimum

GOAL: To develop skills of word choice, clarity, form, mechanics, and organization in written communications

SKILL AREA	SKILL	PERFORMANCE INDICATOR
6.3 The paragraph	6.3.2 Writing various types of paragraphs	6.3.2.4 The student will write a persuasive paragraph.
	6.3.4 Ways of development	6.3.4.4 The student will develop a paragraph by reason.
6.5 Practical writing	6.5.2 Understanding and completing forms.	6.5.2.2 The student will complete an order form from an advertisement.
	6.5.3 Writing correspondence	6.5.3.6 The student will write a letter to the editor stating a position.
		6.5.3.7 The student will write a letter of persuasion.
	6.5.4 Advanced writing	6.5.4.3 The student will write a documented term/research paper.

GRADE 11

STRAND: SPEAKING 7.0

*Denotes Minimum

GOAL: To develop skills of speaking in informal and formal communications

SKILL AREA	SKILL	PERFORMANCE INDICATOR
7.1 Mechanics of speaking	7.1.1 Understanding the mechanics of speech	7.1.1.1 The student will practice clear, audible, and appropriate speech.
	7.2.2 Speaking for a variety of audiences and purposes	7.2.2.3 The student will present and exchange ideas in a discussion.
		7.2.2.4 The student will verbally summarize points of view.
	7.2.3 Organizing ideas for formal presentation	7.2.3.1 The student will select appropriate speech topics for informing and demonstrating.
		7.2.3.2 The student will use correct outlining procedures for formal speeches.
	7.2.4 Presenting speeches	7.2.4.1 The student will present a speech to inform, to demonstrate, or to persuade.

GRADE 11

STRAND: LITERATURE 8.0 *Denotes Minimum

GOAL: To develop an understanding and appreciation of various literary genre

SKILL AREA	SKILL	PERFORMANCE INDICATOR
8.2 Essay	8.2.1 Understanding the characteristics	8.2.1.1 The student will recognize the structure. 8.2.1.2 The student will identify the thesis statement.
	8.2.2 Interpreting	8.2.2.1 The student will identify the main idea. 8.2.2.2 The student will identify the author's purpose: to inform, to entertain, to persuade.

2.0 WORD ANALYSIS

Item Specification

Commom ^

Minimum

Content Area: LANGUAGE ARTS

Grade: 11

Strand: 2.0 - Word Anlysis

Skill Area: 2.2 - Vocabulary

Skill: 2.2.6 - Using word analogies to develop vocabulary

Performance Indicator: 2.2.6.3 - The student will state in sentence form the relationships and analogies of sets of words.

Performance Mode: Teacher Observation

Item Stem Characteristics:

Distracter Characteristics:

Example:

00. Directions:

Stimulus:

Responses:

A.

B.

C.

D.

PERFORMANCE INDICATOR 2.2.6.3

GRADE 11

GRADES TAUGHT: 10-11

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: 2.2.6.2

TEXTBOOK REFERENCES: Warriner's English Grammar and Composition
Fifth Course--Harcourt Brace Jovanovich, Inc.

OTHER RESOURCES:

SUGGESTIONS FOR IMPLEMENTATION:

1. Take simple anologies and have the students rewrite them in sentence form.
2. Good partner or small group activity.
3. Allow plenty of time for practice.
4. Use vocabulary from other content area if possible.

3.0 OBTAINING INFORMATION

Item Specification

Common ___x___

Minimum ______

Content Area: LANGUAGE ARTS

Grade: 10

Strand: 3.0 - OBTAINING INFORMATION

Skill Area: 3.3 - Library

Skill: 3.3.1 - Understanding and using the library

Performance Indicator: 3.3.1.5 - The student will select appropriate materials for a data gathering project.

Performance Mode: Teacher observation from on-site project.

Item Stem Characteristics:

Distracter Characteristics:

Example:

00. Directions:

Stimulus:

Responses:

A.

B.

C.

D.

PERFORMANCE INDICATOR 3.3.1.5

GRADE 11

GRADES TAUGHT: 9-11

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS: 3.3.1.1, 3.3.1.2, 3.3.1.3, 3.3.1.4, 4.1.1.1, 4.1.2.1, 4.1.3.1, 4.1.4.1, 4.1.5.1

TEXTBOOK REFERENCES:

Warriner's English Grammar and Composition
Fifth Course--Harcourt Brace Jovanovich, Inc.

OTHER RESOURCES:

1. Librarian
2. Reference Books

SUGGESTIONS FOR IMPLEMENTATION:

1. Time to work in library.
2. Practice finding information using many reference books.
3. Do steps necessary in writing paper without actually completing one.
4. Work with partners or small groups.
5. Use topics from other subject areas.

5.0 LISTENING

Common x

Item Specification

Minimum

Content Area: LANGUAGE ARTS

Grade: 11

Strand: 5.0-LISTENING

Skill Area: 5.1-Listening

Skill: 5.1.3. -Understanding and responding to fact vs. opinion

Performance Indicator: 5.1.3.5. - The student will differentiate fact from opinion after listening to an orally-presented editorial or a political speech.

Performance Mode: After listening to a taped editorial or political speech, the student will select from the list of items either a fact from several opinions or an opinion among facts.

Item Stem Characteristics: The item stem will consist of a taped editorial or a political speech. After it has been read, the student will follow directions on the tape and turn to the responses.

Distracter Characteristics: The distractors will be facts if the student is directed to choose opinions. The distracters will be opinions if the student is directed to choose facts.

Example:

00. Directions: (On tape) "This is a listening question to test your ability to distinguish between fact and opinion in an editorial or political speech. Listen carefully to the recording. The topic of the editorial is parking fees. The selection will be read only once. You may not take notes. Listen carefully and then select the statement that is an opinion.

Stimulus:

Responses:

A. There is a charge of $1.75 at Yankee and Shea Stadiums.

B. There should not be a parking fee increase at the Nassau Coliseum.

C. Long Islanders are used to free parking at shopping malls.

D. A few buses go to Nassau Coliseum.

Correct response B

Example
5.1.3.5.

(On tape)

Parking and Profit at the Nassau Coliseum

The management of the Nassau Coliseum claims that doubling the existing $1 parking fee would probably put the county-owned arena in the black next year.

That's an attractive argument, but the county supervisors shouldn't approve the increase without weighing a couple of important considerations.

First, the arena is approaching the break-even point because its management is well along in the process of building an audience for coliseum events. The existing parking fee undoubtedly retarded that process.

Long Islanders are accustomed to what they regard as "free" parking, even though the cost of providing the massive parking areas surrounding the Island's many shopping malls is ultimately paid by consumers. There would be considerable resistance to shopping at any mall that asked customers to pay for parking.

If the coliseum management wants to accelerate the movement into the black, it would be better psychologically to abolish the parking fee altogether and increase ticket prices proportionately.

The second consideration is the lack of alternatives to traveling by car to get to coliseum events. In attempting to justify its request for a 100 per cent increase in the parking charge, the coliseum management argues that its parking fee is the lowest in the nation. Among other examples, the management cites the $1.75 charged at Yankee and Shea stadiums.

But to get to them a fan can easily leave his car at home and take the subway or even, in the case of Shea, the Long Island Railroad. There is some public transportation serving the Nassau Coliseum, but a few buses hardly represent an alternative to auto travel.

A public purpose might be served by increasing the fees at the city stadiums. This would encourage the use of the readily available public transport.

Increasing the fee at the coliseum, however, would only encourage people to stay home. And when the taxpayers have to absorb the coliseum's deficit, that serves no public purpose at all.

Select the statement that is an opinion. Test monitor stop the tape and allow students time to answer the question.

BEST COPY

PERFORMANCE INDICATOR 5.1.3.5

GRADE 11

GRADES TAUGHT: none

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS:

TEXTBOOK REFERENCES:

none

OTHER RESOURCES:

Critical Thinking, Book Two. (Harnadek, Midwest Publications.
11th Grade English Review booklet "Newspapers: Fact and Opinion"
Editorials on File, 1979-80-81 (H. S. Library)
English Grammar and Composition, Complete Course. Warriner. Harcourt, Brace.
The Language of Man, Teacher's Manual. Neary. McDougal, Littell and Co.
Persuasion Heintz. Loyola Univ. Press.
Coping with the Mass Media. Littel, Ed. McDougal, Littel and Co.
#274 Communication is Power: Mass Media and Mass Persuasion. (3 pts). Center for Humanities, Inc. EMC Corp.

SUGGESTIONS FOR IMPLEMENTATION:

1. Students perhaps need review of characteristics of a fact and an opinion.
2. Testing readability level of material is really important.
3. Real-life listening situations--to student congress speakers, A.S.B. candidate speeches, city council presentations, school board presentations, and local, state and national political speeches--should be assigned as part of class or homework activities.
4. Local newspaper editorials on local issues might be used as well as those from weekly news magazines.
5. Orally presented student compositions to persuade might be an efficient cross-strand learning device.
6. Guest speakers from another class or speakers from business on "Career Day" could be resources.

Common X

Item Specification

Minimum ____________

Content Area: LANGUAGE ARTS

Grade: 11

Strand: 5.0 - LISTENING

Skill Area: 5.1 - Listening

Skill: 5.1.5. - Understanding and responding to points of view

Performance Indicator: 5.1.5.1. - The student will summarize the two positions presented after listening to a dual-issue presentation.

Performance Mode: After listening to a taped oral presentation of two sides of an issue, the student will summarize the main ideas and supporting details of each side.

Item Stem Characteristics: The item stem will consist of two selections with a "pro" side and a "con" side of an issue of importance in a citizen's life. After the oral presentations have been made, the two sides will be summarized by the student.

Distracter Characteristics: There will be none

Example:

00. Directions: (ON TAPE)
"This question tests your ability to listen to and to summarize oral presentations. Arguments for and against an idea will be presented. You will be asked to state the main idea and list major supporting details for each side of the issue. The topic of the discussion is college entrance requirements. First one side of the issue will be presented. The tape will be stopped and you'll be directed to state the main idea and list the supporting details. Then the second side of the issue will be presented, and you'll be directed to state the main idea and list major supporting details."

(See attached sheets for scripts, summaries, and rubrics)

NOTE TO TEACHER: STUDENTS DO NOT TAKE NOTES.

SCRIPT - 5.1.5.1

Arguments FOR College Entrance Requirements

Hurrah for college entrance requirements! Requiring the study of advanced mathematics and a foreign language to enter a state college is an excellent idea. Those courses will benefit all entering college students.

In the world today, young people are not just competing against other American students for an opportunity to get a job with good pay, but against students from all over the world. Many foreign students will be knowledgeable in advanced mathematics and be able to top American students on SAT tests, college entrance exams and in the job market. Also, advanced technology is not just for scientists. The world of computers and its dependance on higher math will affect every household in America. Since the world of business is so far advanced, schools better keep up to provide future young people trained to enter the business world.

The study of a foreign language is equally important. While English if often spoken in several countries of the world, French is still the language spoken in many European and third world countires. It is the language of diplomats and government officials. Within a teen's life-time, the world will grow even smaller people will be traveling all over the world in their jobs, not just America. We'd better prepare ourselves for it. Also, by studying a foreign language, a student can enlarge a person's vocabulary, both in English and in the foreign language.

Studying advanced mathematics and foreign languages also aids the college-bound student learn to discipline himself to really study hard, and since he'll have to rely on that self-discipline in college where nobody makes a student study, it's good preparation.

Advanced math and a foreign language for college entrance is one of the best requirements a college-bound student must meet

Summarize the arguments for this issue; state the main idea and list the major supporting details.

SUMMARY

Arguments FOR College Entrance Requirements

Main Idea:

Requiring the study of advance mathematics and a foreign language to enter a state college is excellent.

Support Statements:

1. Because American students will be in competition with foreign students who have studied these courses, they'll be able to top our students on tests, and in the job market.
2. The computers use of higher math means it is a viable subject to study.
3. Knowing a foreign language like French is advantageous to communicating, world-wide.
4. Studying a foreign language enlarges a person's vocabulary.
5. The discipline of studying difficult subjects will aid the entering college student.

SCRIPT - 5.1.5.1

Arguments AGAINST College Entrance Requirements

According to our guidance department, the entrance requirements of state colleges include advanced mathematics and a foreign language. These requirements do not make sense.

These subjects are useless to the majority of boys and to practically all girls. The future scientist or engineer will need them, but students destined for business or farming or such professions as teaching and law will find them of no value.

Geometry, I know, is sometimes defended on the ground that it teaches us to think logically. The trouble is that it teaches us to think logically about unimportant things like lines, angles, and arcs, but not about important things like world problems or how to make a living. A good course in how to think or a course in modern problems would be a lot more valuable.

Knowing a modern language like French is useless because most students will never use it. Even if a person goes to France, he will find that he can get along very well without knowing the language. A friend of mine who went to Europe last summer told me that whenever she tried to speak French in Paris, the French would answer her in English. Learning French because you might go to France someday is like learning to fly an airliner because you will sometime travel on the airlines.

School courses should have practical value. Since, as I have shown, high school math and foreign languages do not have practical value for English-speaking students, they should not be required for college entrance.

Summarize the arguments against this issue; state the main idea and list the major supporting details.

I.D.#______________

SUMMARIZING SHEET

FOR THE ISSUE

Please note: You may not need to use all of the blanks for supporting details.

Main idea: ______________________________

____

____

Supporting detail: ______________________________

____

____

Supporting detail: ______________________________

____

____

Supporting detail: ______________________________

____

____

Supporting detail: ______________________________

____

____

Supporting detail: ______________________________

____

____

Supporting detail: ______________________________

____

____

I.D.# ____________

SUMMARIZING SHEET

AGAINST THE ISSUE

Please note: You may not need to use all of the blanks for supporting details.

Main idea: ____________

____

____

Supporting detail: ____________

____

____

Supporting detail: ____________

____

____

Supporting detail: ____________

____

____

Supporting detail: ____________

____

____

Supporting detail: ____________

____

____

Supporting detail: ____________

____

____

SUMMARIZING RUBRIC

More Than Adequate Response

4 The student states the main idea of both sides of the issue, and presents most of the supporting details.

Adequate Response

3 The student states the main idea of both sides of the issue, and gives at least one supporting detail for each side.

Less Than Adequate Response

2 The student states the main idea of only one side of the issue, and presents at least one major supporting detail for each side. OR the student states the main idea of both sides of the issue, but presents no supporting details.

Very Inadequate Response

1 The student gives no main idea of either side of the issue, but does give some supporting details.

0- No response or response off prompt

PERFORMANCE INDICATOR 5.1.5.1

GRADE 11

GRADES TAUGHT: none

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS:

none

TEXTBOOK REFERENCES:

none

OTHER RESOURCES:

1. "Congressional Digest" monthly magazine for 1979-80-91 (H. S. Library).
2. Voter Registration materials presented by The League of Women Voters for election issues.
3. Point-Counter-Point, Channel 8 T.V.
4. Times-Advocate "Letters to the Editor" back issues in which citizens respond to issues of local concern.
5. Speech class debators from local high school and college classes.
6. When applicable, political candidate debates on television.
7. Taking Sides: Clashing Views on Controversial Issues. McKenna. Dushkin Pub. Inc.
8. Challenge and Decision, Political Issues of Our Time. Christenson. Harper, Row, Publ.
9. Readings in American Government. Annual Editions. Connelly, Pub.

SUGGESTIONS FOR IMPLEMENTATION:

1. Teaching or reviewing techniques of summarizing are a must before this performance indicator can be mastered by students.

2. Guest speakers from other classes might be utilized when two students have prepared compositions on both sides of an issue.

3. Students could attend real-life community meetings where dual sides of an issue are presented, if appropriate, including visits to city council, school board meetings, and local small-claims court hearings.

Item Specification

Content Area: LANGUAGE ARTS

Grade: 11

Strand: 5.0 LISTENING

Skill Area: 5.1 Listening

Skill: 5.1.5 Understanding and Responding to Points of View

Performance Indicator: 5.1.5.2 - The student will interpret oral presentations of poetry and prose.

Performance Mode: After listening to a taped recording of a poem or a short prose selection, the student will select the correct interpretation of the piece.

Item Stem Characteristics: The item stem will consist of a short, taped poem or prose selection. Before and after the selection has been read, the tape will direct the student to choose the statement which best interprets the author's message.

Distracter Characteristics: The distracters will be incorrect statements of the author's message.

Example:

00. Directions: (ON TAPE) "Question number ___. This question tests your ability to listen to and interpret the author's message in a poem or prose selection Listen carefully. The selection will only be read once. The poem is titled, "It Bids Pretty Fair." Select the statement which best interprets the author's message." (after selection has been completed) "Now, choose the statement which best interprets the author's message. Test monitor, stop the tape and allow students time to answer the question."

SEE ATTACHED FOR SAMPLE STIMULUS AND RESPONSES.

grade 11

MULTIPLE CHOICE ITEMS

Area LANGUAGE ARTS

Performance Mode 5.1.5.2

Item Number EXAMPLE

Directions: SEE SPEC. SHEET

Stimulus: SCRIPT FOR RECORDING

5.1.5.2

It Bids Pretty Fair

The play seems out for an almost indefinite run.
Don't mind a little thing like the actors fighting.
The only thing I worry about is the sun.
We'll be all right if nothing goes wrong with the lighting.

Responses:

A. No matter what happens, the world will survive.

B. War will bring about the end of the world.

C. Nature can control the end of the world.

D. We don't have to worry about war.

Correct Response C 11-27

Field-Tested ☐ 1 ☐ 2 ☐ 3

Date: ____

Validity Check ____ (Initials)

PERFORMANCE INDICATOR 5.1.5.2

GRADE 11

GRADES TAUGHT: ________________

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS:

None

TEXTBOOK REFERENCES:

None

OTHER RESOURCES:

1. Recordings of poetry, and modern music (students)
2. Literature books and poetry books (H. S. Lib.)
3. Speech students from high school or local college
4. Guest authors from community
5. Students' original selections
6. Current course materials
7. #711 Understanding Poetry, Parts I and II, Center for Humanities, Inc. EMC Corp.

SUGGESTIONS FOR IMPLEMENTATION:

1. Students need to review that currently popular ballads are actually poetry.
2. Students need to review characteristics of poetry--its economy of words vs. prose's longer, wordier messages.
3. Students need to review connotation of words in our culture.
4. Students need to review how voice inflection, eye contact, volume, and rate of speech affects interpretation of material in our culture.
5. Students need to review author's style or use of rhetorical devices which affect our appreciation of material.

6.0 WRITTEN EXPRESSION

Common X

Minimum ____

Item Specification

Content Area: LANGUAGE ARTS

Grade: 11

Strand: 6.0 - WRITTEN EXPRESSION

Skill Area: 6.3 - The paragraph

Skill: 6.3.2 - Writing various types of paragraphs

Performance Indicator: 6.3.2.4 - The student will write a persuasive paragraph.

Performance Mode: Given a specific prompt, the student will write a paragraph of persuasion following that prompt.

Item Stem Characteristics: The item stem will direct the student to write a paragraph of persuasion following a given prompt.

Distracter Characteristics: No distracters - student generated response.

Example:

00. Directions: (see attached sheet)

PERFORMANCE INDICATOR 6.3.2.4

GRADE 11

GRADES TAUGHT: 10-11

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS:
6.3.3.1, 6.3.3.2, 6.3.3.3, 6.3.3.4

TEXTBOOK REFERENCES:
Warriner's English Grammar and Composition, Fifth Course

OTHER RESOURCES:

SUGGESTIONS FOR IMPLEMENTATION:

1. Model a persuasive paragraph for students on an overhead projector.
2. Share excellent student samples for examination.
3. Share editorials on current topics.
4. Have students write on a school-related concern and send the paragraphs to the appropriate person to broaden the audience.
5. Have students write a persuasive paragraph on a topic for three different audiences (e.g., nuclear power plant to be built in our town). Write persuasive paragraph citing your views to: a. Governor; b. your friend; c. newspaper.

Item Specification

Common ___X___

Content Area: LANGUAGE ARTS

Minimum ________

Grade: 11

Strand: 6.0 - WRITTEN EXPRESSION

Skill Area: 6.3 - The paragraph

Skill: 6.3.4 - Ways of development

Performance Indicator: 6.3.4.4 - The student will develop a paragraph by reason.

Performance Mode: Measured in Indicator 6.3.2.4

Item Stem Characteristics:

Distracter Characteristics:

Example:

00. Directions:

PERFORMANCE INDICATOR 6.3.4.4

GRADE 11

GRADES TAUGHT: 10-11

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS:
6.3.2.4

TEXTBOOK REFERENCES:

OTHER RESOURCES:

SUGGESTIONS FOR IMPLEMENTATION:

Commom ^

Minimum

Item Specification

Content Area: LANGUAGE ARTS

Grade: 11

Strand: 6.0 - WRITTEN EXPRESSION

Skill Area: 6.5 - Practical writing

Skill: 6.5.2 - Understanding and completing forms.

Performance Indicator: 6.5.2.2 - The student will complete an order form from and advertisement.

Performance Mode: Given biographical information and/or subscription information, the student will select the correct answer to a specific question.

Item Stem Characteristics: The item stem will direct the student to use both biographical and/or subscription information to answer a specific question.

Distracter Characteristics: The distracters will refer to other elements of either/ both biographical and/or subscription information.

Example:

00. Directions: (see attached)

PERFORMANCE INDICATOR 6.5.2.2

GRADE 11

GRADES TAUGHT: 11

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS:

TEXTBOOK REFERENCES:

OTHER RESOURCES:

Magazines, Coupon return forms

SUGGESTIONS FOR IMPLEMENTATION:

1. Have students fill in many advertising forms with pertinent data.
2. Have response groups check data.
3. Have students actually send away for material.
4. Model filling in an ad form on the overhead.

Commom X

Minimum

Item Specification

Content Area: LANGUAGE ARTS

Grade: 11

Strand: 6.0 WRITTEN EXPRESSION

Skill Area: 6.5 Practical writing

Skill: 6.5.3 Writing correspondence

Performance Indicator: 6.5.3.6 The student will write a letter to the editor stating a position.

Performance Mode: Combined with 6.5.3.7

Item Stem Characteristics:

Distracter Characteristics:

Example:

00. Directions:

Stimulus:

Responses:

A.

B.

C.

D.

PERFORMANCE INDICATOR 6.5.3.6

GRADE 11

GRADES TAUGHT: 11

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS:

Combined with 6.5.3.7

TEXTBOOK REFERENCES:

OTHER RESOURCES:

The particular handbook has yet to be selected.

SUGGESTIONS FOR IMPLEMENTATION:

This indicator is a specific area of letter of persuasion, assuming that a letter to the editor involves a persuasive effort.

1. Have students study a local or regional new issue for several weeks, and then write persuasive letters to the editors. Plan on actually mailing them.
2. Have students study a national or international topic for a few weeks in a news magazine, and write a persuasive letter to the editor. Plan on actually mailing them.
3. From a literary work, have the students write letters of persuasion to a mythical editor regarding a position or actions taken by a character in the literary work.
4. Have a newspaper editor visit the classroom to discuss persuasive letters.
5. Have students write letters to the editor of the school newspaper taking a position.
6. Pair students and have one member write a letter to the editor on an issue and the other member take an opposite stance.
7. Have students broaden their audience to persuade school officials, local city government officials, parents, and many others. Have them send letters and share any responses.

Item Specification

Common X

Minimum____

Content Area: LANGUAGE ARTS

Grade: 11

Strand: 6.0 - WRITTEN EXPRESSION

Skill Area: 6.5 - Practical writing

Skill: 6.5.3 - Writing correspondence

Performance Indicator: 6.5.3.7 - The student will write a letter of persuasion.

Performance Mode: Given a specific prompt, the student will write a letter to a newspaper editor, stating a position and trying to persuade him to the student's position.

Item Stem Characteristics: The item stem will direct the student to write a letter to an editor following a specific prompt.

Distracter Characteristics:

Example:
00. Directions: (see attached)

grade 11

OTHER THAN MULTIPLE CHOICE ITEMS

Area LANGUAGE ARTS

Performance Indicator: 6.5.3.4

Item Number EXAMPLE

Directions: Carefully read the prompt below and write a letter to the editor of a newspaper being sure to do the following:

1. Include all essential letter information.
2. Use correct business letter form.
3. Clearly identify the subject you are going to discuss.
4. Clearly state your position on the subject.
5. Give adequate persuasive support for your question.
6. Use standard sentences, punctuation, and capitalization.

Stimulus: A recent editorial has argued that the legal age for drinking alcohol should be raised to age 25. You take a position against his contention and write a letter to the editor stating your position and supporting your argument clearly.

Write to--Editor, The Journal
250 East 7th Street
Marston, California 92076

Use your own address and today's date.

Correct response: See rubric

FIELD-TEST:

1.

2.

3.

BEST COPY

Date:

RUBRIC FOR LETTER TO EDITOR

Score 0:
(fail)

No response

Off the prompt

Score 1:
(fail)

Does all or most of the following:

1. Omits essential business letter information.
    a. Writer's address, including zip or state.
    b. Address to which it is being sent-name of company and city, including zip or state.
2. Omits essential content information.
    a. Does not clearly identify the subject to be discussed.
    b. Does not clearly state the writer's position.
    c. Does not give ample support for his contention.
3. Grammatical and mechanical errors are frequent enough to distract significantly from the response.
4. Violates many conventions of business letter form: margins, headings, placement of essential information, punctuation specific to a business letter.

Score 2:
(pass)

Does all or most of the following:

1. Contains essential business letter information.
    a. Writer's address, including zip and state.
    b. Address to which it is being sent-name of company and city, including zip and state.
2. Contains essential content information.
    a. Identifies the subject to be discussed.
    b. States the writer's position.
    c. Gives adequate support for his contention.
3. Grammatical and mechanical errors present do not substantially detract from the meaning of the response.
4. Violates some conventions of business letter form: margins, headings, placement of essential information, punctuation specific to a business letter.

BEST COPY

PERFORMANCE INDICATOR 6.5.3.7

GRADE 11

GRADES TAUGHT: 11

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS:
6.5.3.6

TEXTBOOK REFERENCES:

OTHER RESOURCES:

SUGGESTIONS FOR IMPLEMENTATION:

Item Specification

Commom X

Minimum ________

Content Area: LANGUAGE ARTS

Grade: 11

Strand: 6.0 - WRITTEN EXPRESSION

Skill Area: 6.5 - Practical writing

Skill: 6.5.4 - Advanced writing

Performance Indicator: 6.5.4.3 - The student will write a documented term/research paper.

Performance Mode: Teacher Observation

Item Stem Characteristics:

Distracter Characteristics:

Example:

00. Directions:

PERFORMANCE INDICATOR 6.5.4.3

GRADE 11

GRADES TAUGHT: 11

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS:
6.5.4.1, 6.5.4.2

TEXTBOOK REFERENCES:

OTHER RESOURCES:

SUGGESTIONS FOR IMPLEMENTATION:

This indicator should, eventually, have a planned progression in form, technique, and subject area, grades 9-11, beginning with the data gathering project through the research paper.

1. Have students turn in each portion of paper before progressing to next step.
2. Have students write their rough drafts in class.
3. Have peer response groups review first draft and make suggestions in addition to teacher review.

7.0 SPEAKING

Item Specification

Common X
Minimum ______

Content Area: LANGUAGE ARTS
Grade: 11
Strand: 7.0 - SPEAKING
Skill Area: 7.1 - Mechanics of speaking
Skill: 7.1.1 - Understanding the mechanics of speech

Performance Indicator: 7.1.1.1- The student will practice clear, audible, and appropriate speech.

Performance Mode: Teacher Observation

Item Stem Characteristics:

Distracter Characteristics:

Example:
00. Directions:

Stimulus:

Responses:

A.

B.

C.

D.

BEST COPY

PERFORMANCE INDICATOR 7.1.1.1

GRADE 11

GRADES TAUGHT: K-11

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS:
2.3.2.2, 2.4.2.1, 2.4.2.2, 3.1.2.5, 3.1.2.7, 7.2.4.1

TEXTBOOK REFERENCES:
None

OTHER RESOURCES:

1. "Language Levels" MAL Publication
2. Phrase and Word Origins. Heald, Ed. Harcourt and Brace, Pub.
3. A dictionary
4. School nurse
5. Speech therapist
6. Grammar and Composition, 4th Course. Warriner. Harcourt, Brace.

SUGGESTIONS FOR IMPLEMENTATION:

1. To test the "clear, audible" speech section of the indicator, it is suggested that the telephone kit from Bell Telephone Co. might be used or tape recording the student's voice might be done.

2. Vocabulary study should aid in student's word choice, as well as using a thesaurus.

3. Discuss with students the colloquial pronunciation of words in America and influences of television to modify differences.

4. Discuss pronunciation of words with silent letters, such as "often" and use of a double negative such as "irregardless."

Item Specification

Common X

Minimum

Content Area: LANGUAGE ARTS

Grade: 11

Strand: 7.0 - SPEAKING

Skill Area: 7.2 - Verbal communications

Skill: 7.2.2 - Speaking for a variety of audiences and purposes

Performance Indicator: 7.2.2.3 - The student will present and exchange ideas in a discussion.

Performance Mode: Teacher Observation

Item Stem Characteristics:

Distracter Characteristics:

Example:
00. Directions:

Stimulus:

Responses:

A.

B.

C.

D.

PERFORMANCE INDICATOR 7.2.2.3

GRADE 11

GRADES TAUGHT: 5-11

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS:

None

TEXTBOOK REFERENCES:

None

OTHER RESOURCES:

1. 38 Basic Speech Experiences. Carlile Ed., Clark Pub. Co.
2. Grammar and Composition, Grade 10. Warriner. Harcourt and Brace.
3. The Teaching of Speech. Weaver. Prentice-Hall, Inc.
4. Speech: Principles and Practice. Frost. Scott, Foresman and Co.
5. Discussion. Library of Congress.

SUGGESTIONS FOR IMPLEMENTATION:

1. The Discussion booklet mentioned above addresses itself to ten discussion skills and exercises for improving these skills, ranging from "getting acquainted" to "responding" to"other contributions" to "arriving at a concensus."

Item Specification

Common X

Minimum ________

Content Area: LANGUAGE ARTS

Grade: 11

Strand: 7.0 - SPEAKING

Skill Area: 7.2 - Verbal communications

Skill: 7.2.2 - Speaking for a variety of audiences and purposes

Performance Indicator: 7.2.2.4 - The student will verbally summarize points of view.

Performance Mode: Teacher Observation

Item Stem Characteristics:

Distracter Characteristics:

Example:

00. Directions:

Stimulus:

Responses:

A.

B.

C.

D.

PERFORMANCE INDICATOR 7.2.2.4

GRADE 11

GRADES TAUGHT: None

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS:

6.5.3.6, 6.5.4.3, 6.3.4.4, 5.1.3.5, 5.1.5.1

TEXTBOOK REFERENCES:

None

OTHER RESOURCES:

1. Grammar and Composition, 3rd Course. Warriner. Harcourt, Brace.
2. Grammar and Composition, Complete Course. Warriner. Harcourt, Brace.

SUGGESTIONS FOR IMPLEMENTATION:

1. Before the indicator can be taught, teaching summarizing is necessary.
2. Combining this indicator with the written expression performance indicators could aid in efficiency in instruction.
3. Guest speakers from other classes, business and industry, or local politicians might aid in instruction.
4. Student could present his own summary of editorials in local newspapers to practice summaries.

Item Specification

Common____

Minimum____

Content Area: LANGUAGE ARTS

Grade: 11

Strand: 7.0 - SPEAKING

Skill Area: 7.2 - Verbal communications

Skill: 7.2.3 - Organizing ideas for formal presentation

Performance Indicator: 7.2.3.1 - The student will select appropriate speech topics for informing and demonstrating.

Performance Mode: Teacher Observation

Item Stem Characteristics:

Distracter Characteristics:

Example:

00. Directions:

Stimulus:

Responses:

A.

B.

C.

D.

PERFORMANCE INDICATOR 7.2.3.1

GRADE 11

GRADES TAUGHT: 7-11

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS:

None

TEXTBOOK REFERENCES:

None

OTHER RESOURCES:

Speech: Principles and Practice. Frost. Scott, Foresman and Co.

The Teaching of Speech. Weaver. Prentice-Hall, Inc.

38 Basic Speech Experiences. Carlile, ed. Clark Pub. Co.

SUGGESTIONS FOR IMPLEMENTATION:

1. Use of "clustering" techniques will help in generating ideas.
2. Each student could be responsible for listing three speech subjects as homework; collect the next day and review them before allowing students to draw them from a hat.
3. San Diego Writing Project lists from composition might lend themselves to this indicator.

Item Specification

Common X

Minimum________

Content Area: LANGUAGE ARTS

Grade: 11

Strand: 7.0 - SPEAKING

Skill Area: 7.2 - Verbal communications

Skill: 7.2.3 - Organizing ideas for formal presentation

Performance Indicator: 7.2.3.2 - The student will use correct outlining procedures for formal speeches.

Performance Mode: Teacher Observation

Item Stem Characteristics:

Distracter Characteristics:

Example:

00. Directions:

Stimulus:

Responses:

A.

B.

C.

D.

PERFORMANCE INDICATOR 7.2.3.2

GRADE 11

GRADES TAUGHT: 7-11

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS:

6.4.1.1, 6.4.1.2, 6.5.4.1, 6.5.4.2, 6.5.4.3, 4.1.2.1

TEXTBOOK REFERENCES:

None

OTHER RESOURCES:

1. All the other levels of Warriner's Grammar and Composition courses.
2. 38 Basic Speech Experiences. Carlile, ed. Clark Publishing Co.
3. "How to Write your Term Paper" Yaggy. Harper, Row Publishers.

SUGGESTIONS FOR IMPLEMENTATION:

1. The experience in this performance indicator may parallel written expression outlining listed in indicator 6.4.1.1. Note attached sample outline for grade nine performance indicator 7.2.3.2.
2. It is suggested that the topical outlining format be followed for the body of the speech.
3. Students must be aware of the titles and functions of each portion of the outline before they create their own.

SAMPLE SPEECH OUTLINE SHEET

I. Introduction

A. "Wake-up"

(The purpose of a wake-up is to get the attention of the audience; it might be a humorous remark, a question, or a jingle.)

B. Thesis Statement

(This is a topic sentence telling the audience just what you are going to talk about in your speech.)

C. Overview

1. (There must be at least three (3) overview points; these points are the main points you wish to stress in the body of your speech. If you have a long speech, these points are actually spoken after the introductory thesis is spoken; if it is a short speech, these points may be spoken only once, from their position in the body of the speech, before you launch into their explanation.) They MUST be stated in sentence form.

II. Body

A.

1.

2. In this part of your speech, you give the information to inform or persuade your audience. Be sure you organize your material well. A, B, C, and additional points in the body of the speech are identical to those in the Overview. They are complete sentences; however, the numbers 1, 2, etc., are used just to list one or two word "topic" reminders to organize the rest of the sub-topics you wish to discuss.

B.

1.

2.

3.

4.

C.

1.

2.

3.

III. Conclusion

This is a summary of your speech. You might also use a jingle, restate your thesis sentence in a summary or call the audience to action with a direct statement.

Item Specification

Common X

Minimum ____

Content Area: LANGUAGE ARTS

Grade: 11

Strand: 7.0 - SPEAKING

Skill Area: 7.2 - Verbal communications

Skill: 7.2.4 - Presenting speeches

Performance Indicator: 7.2.4.1 - The student will present a speech to inform to demonstrate, or to persuade.

Performance Mode: Teacher Observation

Item Stem Characteristics:

Distracter Characteristics:

Example:

00. Directions:

Stimulus:

Responses:

A.

B.

C.

D.

PERFORMANCE INDICATOR 7.2.4.1

GRADE 11

GRADES TAUGHT: 7-11

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS:

5.1.2.5, 6.3.2.3, 6.3.4.2, 6.3.4.3, 6.4.1.2, and 6.5.4.3

TEXTBOOK REFERENCES:

None

OTHER RESOURCES:

1. _The Teaching of Speech_. Weaver. Prentice-Hall, Inc.
2. _Speech: Principles and Practices_. Frost. Scott-Foresman and Co.
3. _38 Basic Speech Experiences_. Carlile, ed. Clark Pub. Co.
4. _English Grammar and Composition,_ Complete Course. Warriner. Harcourt, Brace.

SUGGESTIONS FOR IMPLEMENTATION:

1. Since there should be progression in speech experiences, giving _speeches to persuade_ are suggested for eleventh grade. A suggested rubric is attached.
2. A review of outlining, preliminary speech activities and speaking concepts should occur.
3. For efficiency in instruction, performance indicators in the listening and composition strands may be the basis for this speech activity.

SUGGESTED RUBRIC FOR SPEECH TO PERSUADE

	Poor	Good	Excellent
Knowledge of Subject (Was it complete and thorough?)			
Organization of Information (Was it logical, orderly and coherently presented?)			
Physical Presentation (Were poise, voice, gestures and eye contact appropriate?)			
Convincing Concepts (Were enough facts, logic or evidence produced to appeal to the audience's emotions?)			

Over-all Grade of _________

To the Teacher:

You may wish space for comments, also. It is suggested that 50% of the grade is determined by peer grading and 50% by teacher evaluation. A majority of the time, they're entirely in agreement!

8.0 LITERATURE

Item Specification

Common X

Minimum

Content Area: LANGUAGE ARTS

Grade: 11

Strand: 8.0 - LITERATURE

Skill Area: 8.2 - Essay

Skill: 8.2.1 - Understanding the characteristics

Performance Indicator: 8.2.1.1 - The student will recognize the structure.

Performance Mode: Teacher Observation

Item Stem Characteristics:

Distracter Characteristics:

Example:

00. Directions:

Stimulus:

Responses:

A.

B.

C.

D.

PERFORMANCE INDICATOR 8.2.1.1

GRADE 11

GRADES TAUGHT: 11

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS:
6.4.1.1, 6.4.1.2, 6.5.4.3, 6.5.4.2.

TEXTBOOK REFERENCES:
Adventures in American Literature. Harcourt, Brace & Co.
Themes in Literature. McGraw Hill Book Co.

OTHER RESOURCES:

Warriner's Grammar and Composition series.

Elements of the Essay. Scholes & Klaus. Oxford University Press.

Essay and General Literature Index. Ref. Room. SMHS Library.

The Essayist. Baker. Thomas Y. Crowell.

Essays for Modern Youth. Greene. Globe Book Co.

Essays of Yesterday and Today. Lester. Harcourt, Brace & World, Inc.

World-Wide Essays. Greene & Bromberg. Globe Book Co.

SUGGESTIONS FOR IMPLEMENTATION:

1. Model structure on overhead projector.
2. Provide posters/bulletin boards/hand outs showing structure of an essay.
3. Have students evaluate sample essays to determine if structure is correct.
4. Provide many opportunities to write complete essays.
5. Have students conference in pairs to evaluate structure.
6. Have students work in small groups to evaluate structure.
7. Write group essays or mimic essays.

Item Specification

Common X

Minimum ______

Content Area: LANGUAGE ARTS

Grade: 11

Strand: 8.0 - LITERATURE

Skill Area: 8.2 - Essay

Skill: 8.2.1 - Understanding the characteristics

Performance Indicator: 8.2.1.2 - The student will identify the thesis statement.

Performance Mode: Given an essay and four possible thesis statements, the student will select the correct thesis statement.

Item Stem Characteristics: The item stem will consist of an essay and four possible thesis statements The accompanying question will ask the student to select the correct thesis statement.

Distracter Characteristics: The distracters will consist of statements, taken from the essay, which are not the thesis statement.

Example:

00. Directions: Select the thesis statement for the following essay.

Stimulus: (see attached sheet)

Responses:

A. The woodchuck's long winter sleep involves a series of definite steps.

B. The woodchuck's hibernation usually starts about the middle of September.

C. He is ready for the Long Sleep.

D. He remains in the deep nest chamber, lethargic, hardly moving.

BEST COPY

STIMULUS:

8.2.1.2

The woodchuck's long winter sleep involves a series of definite steps. The woodchuck's hibernation usually starts about the middle of September. For weeks he has been foraging with increased appetite among the clover blossoms and has grown heavy and slow moving. Now, with the coming of mid-September, apples and corn and yarrow tops have become less plentiful, and the nights are cool. The woodchuck moves with slower gait, and emerges less and less frequently for feeding trips. Layers of fat have accumulated around his chest and shoulders, and there is thick fat in the axils of his legs. He has extended his summer burrow to a length of nearly thirty feet, and has fashioned a deep nest-chamber at the end of it, far below the level of the frost. He has carried in, usually, a little hay, He is ready for the Long Sleep.

When the temperature of the September days falls below fifty degrees or so, the woodchuck becomes too drowsy to come forth from his burrow in the chilly dusk to forage. He remains in the deep nest-chamber, lethargic, hardly moving. Gradually, with the passing of hours or days, his coarse-furred body curls into a semicircle, like a foetus, nose tip touching tail. The small legs are tucked in, the handlike clawed forefeet folded. The woodchuck has become a compact ball. Presently the temperature of his body begins to fall.

In normal life the woodchuck's temperature, though fluctuant, averages about ninety-seven degrees. Now, as he lies tight-curled in a ball with the winter sleep stealing over him, this body heat drops ten degrees, twenty degrees, thirty. Finally, by the time the snow is on the ground and the woodchuck's winter dormancy has become complete, his temperature is only thirty-eight or forty. With the falling of the body heat there is a slowing of his heartbeat and his respiration.

Then, in the middle of March, he wakes. The waking is not a slow and gradual thing, as was the drifting into sleep, but takes place quickly, often in an hour. The body temperature ascends to normal, or rather higher for a while; glandular functions instantly resume; the respiration quickens and steadies at a normal rate. The woodchuck has become himself again, save only that he is a little thinner, and is ready at once to fare forth into the pale spring sunlight and look for grass and berries.

BEST COPY

PERFORMANCE INDICATOR 8.2.1.2

GRADE 11

GRADES TAUGHT: 11

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS:

6.4.1.1, 6.4.1.2, 6.5.4.2, 6.5.4.3.

TEXTBOOK REFERENCES:

Adventures in American Literature. Harcourt, Brace & Co.
Themes in Literature. McGraw Hill Book Co.

OTHER RESOURCES:

Warriner's Grammar and Composition series.

Elements of the Essay. Scholes & Klaus. Oxford University Press.

Essay and General Literature Index. Ref. Room. SMHS Library.

The Essayist. Baker. Thomas Y. Crowell.

Essays for Modern Youth. Greene. Globe Book Co.

Essays of Yesterday and Today. Lester. Harcourt, Brace & World, Inc.

World-Wide Essays. Greene & Bromberg. Globe Book Co.

SUGGESTIONS FOR IMPLEMENTATION:

1. Evaluate examples of thesis statements by overhead projector, dittos or on board.
2. Write a group essay with exemplary thesis statement.
3. Provide opportunities to identify thesis statements.
4. Have students conference in pairs to identify thesis statements.
5. Have small groups identify thesis statements.

Item Specification

Common X

Minimum

Content Area: LANGUAGE ARTS

Grade: 11

Strand: 8.0 LITERATURE

Skill Area: 8.2 Essay

Skill: 8.2.2 Interpreting

Performance Indicator: 8.2.2.1 The student will identify the main idea.

Performance Mode: Given an essay, the student will identify the main idea.

Item Stem Characteristics: The item stem will consist of an essay and four possible main ideas. The accompanying question will ask the student to select the correct main idea.

Distracter Characteristics: The distracters will consist of ideas, taken from the essay, which are not the main idea.

Example:

00. Directions: Select the correct main idea for the following essay.

Stimulus: (see attached)

Responses:

A. The woodchuck moves very little in winter.

B. The woodchuck sleeps in winter and wakes in March.

C. The woodchuck's body goes through interesting changes during hibernation.

D. The woodchuck's body temperature lowers during hibernation.

(C)

Stimulus: 8.2.2.1

The woodchuck's hibernation usually starts about the middle of September. For weeks he has been foraging with increased appetite among the clover blossoms and has grown heavy and slow moving. Now, with the coming of mid-September, apples and corn and yarrow tops have become less plentiful, and the nights are cool. The woodchuck moves with slower gait, and emerges less and less frequently for feeding trips. Layers of fat have accumulated around his chest and shoulders, and there is thick fat in the axils of his legs. He has fashioned a deep nest-chamber at the end of it, far below the level of the frost. He carried in, usually, a little hay. He is ready for the Long Sleep.

When the temperature of the September days falls below fifty degrees or so, the woodchuck becomes too drowsy to come forth from his burrow in the chilly dusk to forage. He remains in the deep nest-chamber, lethargic, hardly moving. Gradually, with the passing of hours or days, his course-furred body curls into a semicircle, like a foetus, nose tip touching tail. The small legs are tucked in, the handlike clawed forefeet folded. The woodchuck has become a compact ball. Presently the temperature of his body begins to fall.

In normal life the woodchuck's temperature, though fluctuant, averages about ninety-seven degrees. Now, as he lies tight-curled in a ball with the winter sleep stealing over him, this body heat drops ten degrees, twenty degrees, thirty. Finally, by the time the snow is on the ground and the woodchuck's winter dormancy has become complete, his temperature is only thirty-eight or forty. With the falling of the body heat there is a slowing of his heartbeat and his respiration.

Then, in the middle of March, he wakes. The waking is not a slow and gradual thing, as was the drifting into sleep, but takes place quickly, often in an hour. The body temperature ascends to normal, or rather higher for a while; glandular functions instantly resume; the respiration quickens and steadies at a normal rate. The woodchuck has become himself again, save only that he is a little thinner, and is ready at once to fare forth into the pale spring sunlight and look for grass and berries.

PERFORMANCE INDICATOR 8.2.2.1

GRADE 11

GRADES TAUGHT: 11

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS:

6.4.1.1, 6.4.1.2, 6.5.4.2, 6.5.4.3

TEXTBOOK REFERENCES:

Adventures in American Literature. Harcourt, Brace & Co.
Themes in Literature. McGraw Hill Book Co.

OTHER RESOURCES:

Warriner's Grammar and Composition series.

Elements of the Essay. Scholes & Klaus. Oxford University Press.

Essay and General Literature Index. Ref. Room. SMHS Library.

The Essayist. Baker. Thomas Y. Crowell.

Essays for Modern Youth. Greene. Globe Book Co.

Essays of Yesterday and Today. Lester. Harcourt, Brace & World, Inc.

World-Wide Essays. Greene & Bromberg. Globe Book Co.

SUGGESTIONS FOR IMPLEMENTATION:

1. Provide opportunities for group identification of main idea.
2. Have small groups identify main idea and compare outcomes in a group discussion.
3. Provide pre-reading background in main idea through discussion, learning logs or personal journals.
4. Present essays without titles. Have students title essays.

Item Specification

Common X

Minimum ______

Content Area: LANGUAGE ARTS

Grade: 11

Strand: 8.0 LITERATURE

Skill Area: 8.2 Essay

Skill: 8.2.2 Interpreting

Performance Indicator: 8.2.2.2 The student will identify the author's purpose: to inform, to entertain, to persuade.

Performance Mode: Given an essay, the student will identify the author's purpose as persuasive, informative, or entertaining.

Item Stem Characteristics: The item stem will consist of an essay and three possible purposes. The accompanying question will ask the student to identify the author's purpose as persuasive, informative, or entertaining.

Distracter Characteristics: The distracters will consist of purposes which do not apply to the essay.

Example:

00. Directions: Identify the author's purpose in the following essay as persuasive, informative, or entertaining.

Stimulus: (see attached)

Responses:

A. persuasive

B. informative

C. entertaining

(B)

BEST COPY

Stimulus: 8.2.2.2

The woodchuck's hibernation usually starts about the middle of September. For weeks he has been foraging with increased appetite among the clover blossoms and has grown heavy and slow moving. Now, with the coming of mid-September, apples and corn and yarrow tops have become less plentiful, and the nights are cool. The woodchuck moves with slower gait, and emerges less and less frequently for feeding trips. Layers of fat have accumulated around his chest and shoulders, and there is thick fat in the axils of his legs. He has fashioned a deep nest-chamber at the end of it, far below the level of the frost. He carried in, usually, a little hay. He is ready for the Long Sleep.

When the temperature of the September days falls below fifty degrees or so, the woodchuck becomes too drowsy to come forth from his burrow in the chilly dusk to forage. He remains in the deep nest-chamber, lethargic, hardly moving. Gradually, with the passing of hours or days, his course-furred body curls into a semicircle, like a foetus, nose tip touching tail. The small legs are tucked in, the handlike clawed forefeet folded. The woodchuck has become a compact ball. Presently the temperature of his body begins to fall.

In normal life the woodchuck's temperature, though fluctuant, averages about ninety-seven degrees. Now, as he lies tight-curled in a ball with the winter sleep stealing over him, this body heat drops ten degrees, twenty degrees, thirty. Finally, by the time the snow is on the ground and the woodchuck's winter dormancy has become complete, his temperature is only thirty-eight or forty. With the falling of the body heat there is a slowing of his heartbeat and his respiration.

Then, in the middle of March, he wakes. The waking is not a slow and gradual thing, as was the drifting into sleep, but takes place quickly, often in an hour. The body temperature ascends to normal, or rather higher for a while; glandular functions instantly resume; the respiration quickens and steadies at a normal rate. The woodchuck has become himself again, save only that he is a little thinner, and is ready at once to fare forth into the pale spring sunlight and look for grass and berries.

BEST COPY

PERFORMANCE INDICATOR 8.2.2.2

GRADE 11

GRADES TAUGHT: 11

CROSS REFERENCES TO OTHER PERFORMANCE INDICATORS:

6.4.1.1, 6.4.1.2, 6.5.4.2, 6.5.4.3

TEXTBOOK REFERENCES:

Adventures in American Literature. Harcourt, Brace & Co.
Themes in Literature. McGraw Hill Book Co.

OTHER RESOURCES:

Warriner's Grammar and Composition series.

Elements of the Essay. Scholes & Klaus. Oxford University Press.

Essay and General Literature Index. Ref. Room. SMHS Library.

The Essayist. Baker. Thomas Y. Crowell.

Essays for Modern Youth. Greene. Globe Book Co.

Essays of Yesterday and Today. Lester. Harcourt, Brace & World, Inc.

World-Wide Essays. Greene & Bromberg. Globe Book Co.

SUGGESTIONS FOR IMPLEMENTATION:

1. Provide examples of each type of author's purpose.
3. Provide opportunities for group identification of author's purpose.
3. Have small groups identify author's purpose.
4. After reading an essay, have students write about author's purpose in their learning logs.